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ABSTRACT

In April of 1986-87, the School Board approved a student assignment plan which returned most elementary students to their neighborhood schools, creating 16 predominantly minority schools with many students from low-income families. To assure the quality of education in these schools, a 5-year plan was developed. This report summarizes results in each of these 16 priority schools. A summary of the second year of implementation is included that focuses on outcome variables. Priority school students were achieving at higher levels than before the implementation of the plan, as demonstrated by scores on the Texas Educational Assessment of Minimum Skills, the Iowa Tests of Basic Skills, and the Peabody Picture Vocabulary Test--Revised. Other indicators of success in these schools were: (1) improved attendance rates; (2) improved teacher attendance; (3) favorable parent opinion as indicated via administration of a survey; (4) favorable staff opinion; (5) a decline in the rates of teachers requesting transfers from priority schools; (6) improved gifted and talented programs; and (7) enhanced activities for multicultural education. In the third year of the plan, implementation included: full-day kindergarten at all schools; a lowered student to teacher ratio; extra support staff; and extra support and directives from the central office, including the Language Arts Mastery Program. Fifty-two tables in the text contain data about educational outcomes; and 11 attachments supplement the report. (SLD)

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PRIORITY SCHOOLS: THE THIRD YEAR

Catherine Christner
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Priority Schools: The Third Year

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

PRIORITY SCHOOL SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA				STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance			95.6	95% or greater	YES	YES	YES		
2. Average number of teacher absences			5.1	5 or fewer days	NO	YES	NO		
3. TEAMS Percent Mastery		Math	Reading	Writing					
ENGLISH									
ALL	(N= 1500)	84%	76%	76%	85% or greater	NO	NO	NO		
Boys	(N= 735)	83%	74%	71%					
Girls	(N= 765)	85%	78%	80%	Difference 7% or less by:				
Low Income	(N= 1235)	83%	74%	74%	Sex	YES	YES	NO		
Non-Low Income	(N= 265)	90%	87%	83%						
					Income	YES	NO	NO		
Black	(N= 558)	80%	73%	76%						
Hispanic	(N= 880)	86%	78%	78%	Ethnicity	NO	NO	NO		
Other	(N= 62)	89%	85%	74%						
		Math	Reading	Writing					
SPANISH									
ALL	(N= 47)	98%	100%	100%	85% or greater	YES	YES	YES		
Boys	(N= 28)	96%	100%	100%						
Girls	(N= 19)	-%	-%	-%						
Low Income	(N= 46)	98%	100%	100%	Difference 7% or less by:					
Non-Low Income	(N= 1)	-%	-%	-%						
					Sex	NO	YES	-		
					Income	-	-	-		
4. ITBS Composite Achievement									
Percent in bottom quartile				35%	Fewer than 10%	NO	NO	NO		
Median Percentile ALL	(N= 3841)			38	50 or greater	NO	NO	NO		
Boys	(N= 1811)			35						
Girls	(N= 2030)			40	Difference 7%iles or less by:					
Low Income	(N= 3149)			35						
Non-Low Income	(N= 692)			48	Sex	YES	YES	YES		
					Income	NO	NO	NO		
Black	(N= 1457)			35						
Hispanic	(N= 2211)			39						
Other	(N= 173)			52	Ethnicity	NO	NO	NO		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
35%	46%	14%	3%	1%	1%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery					
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

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PRIORITY SCHOOLS: THE THIRD YEAR
EXECUTIVE SUMMARY

AUTHORS: Catherine Christner, Lauren H. Moede, Natalia Luna, Scarlett Douglas, Wanda Washington

Program Description

In April of 1986-87, the School Board approved the current student assignment plan which returned most elementary students to their neighborhood schools and created 16 predominantly minority schools with many students from low-income families. To assure that students in these 16 schools receive a quality education, the Division of Elementary Education developed *A Plan for Educational Excellence* with the advice of a committee of teachers, principals, and other administrators. The five-year plan was implemented in each of these 16 Priority Schools. This report summarizes the results in each of these 16 Priority Schools. The summary of the results of the second year of implementation focuses on outcome variables.

Implementation

For the third year, the District met its obligations to the Priority Schools by providing:

- full-day prekindergarten classes at all campuses
- a lowered pupil-teacher ratio across all grade levels
- innovative funds, extra support staff including parent training specialists, full-time helping teachers, counselors, and clerks
- extra support and directives from the central office (including the Language Arts Mastery Program)

Major Findings

1. **Student Achievement: Priority School students are now achieving at higher levels than before the implementation of *A Plan for Educational Excellence*.**
   - Texas Educational Assessment of Minimum Skills (TEAMS). Mastery percentages for Priority School students as a group were higher on every test at every grade level in 1990 compared to 1987, ranging from +8 to +30%. The range of changes in mastery percentages was from -10% to +60% across the individual 16 Priority Schools.
   - Iowa Tests of Basic Skills (ITBS). When the Priority Schools' 1990 ITBS averages are compared to past years:
     - 83% are higher than in 1987.
     - 61% are higher than in 1989.
   - Peabody Picture Vocabulary Test--Revised (PPVT-R). Full-day prekindergarten students posted higher gains in vocabulary than is average for four-year-olds across the nation.
2. **Other Indicators of Success:**
   - Student Attendance. Priority School student attendance rates have improved each year from 94.6% in 1986-87 to 95.6% in 1989-90. In the same time period the overall elementary average went from 95.3% to 95.9%.
   - Teacher Attendance. Priority School teachers were in their classrooms an average of half a day more last year than other elementary teachers. Excluding extended leave, the average Priority School teacher was absent 5.1 days in 1989-90 compared to 5.6 days for other elementary school teachers.
   - Parent Opinion. Priority School parents (81%) agreed that their children's schools were effective (excellent schools) and that their children learned a lot this school year (90%).
   - Staff Opinion. Almost all the teachers in Priority Schools (95%) had high expectations for student success.
   - Teacher Transfer Requests. Priority School teachers requested transfers to other schools slightly more often than did other elementary teachers. Teacher transfer request rates dropped from 1987-88 to 1989-90 at both the Priority Schools (15% to 11%) and the other elementary schools (13% in 1987-88 to 10%).
   - Gifted/Talented Program. From minimal implementation in 1987-88, the Priority Schools in 1989-90 each followed the guidelines for identifying gifted students and provided a variety of services to the identified students.
   - Multicultural Education. Each Priority School had a wide variety of activities to recognize the cultural heritages of Blacks and Hispanics. Additional cultures were recognized through social studies units. All Priority Schools reported one or more contacts with other elementaries through joint field trips, exchanging cultural programs, shared staff development for teachers, and many other activities.

INTRODUCTION

In the spring of 1986-87, when the School Board approved a new student assignment plan which returned most elementary students to their neighborhood schools, 16 predominantly minority schools with many students from low-income families were created. The return to neighborhood schools raised concerns on the part of many that the quality of educational opportunity would be low in these schools. In order to assure that students received a quality education, the Division of Elementary Education developed A Plan for Educational Excellence with the advice of a committee of teachers, principals, and other administrators. In the 1987-88 school year, the Plan was implemented in each of the 16 "Priority Schools," as the schools can to be called.

One of the components of the Plan focused on accountability and called for an evaluation of the implementation of the Plan. Since this is the third year of the implementation, this report represents a focus on outcome measures, such as achievement.

This evaluation was conducted primarily with Chapter 1 funds with assistance from locally-funded evaluation staff with planning and data collection activities.

COMPONENT DESCRIPTIONS

WHAT ARE THE COMPONENTS OF A PLAN FOR EDUCATIONAL EXCELLENCE?

A Plan for Educational Excellence calls for the following:

Exemplary Leadership and Master Teachers. Autonomous principals have the skills and experience to act as strong instructional leaders who utilize resources and hire cohesive, committeed, and resourceful staffs. Master teachers are caring, dedicated. They have a desire to teach minority children, hold high expectations for all of their students, and teach for mastery. These teachers are experienced and/or they have demonstrated exceptional skills.

Effective Instruction. Effective instruction requires the mastery of basic skills, operates from the students' cultural perspectives, and is intellectually challenging. Effective principals and teachers are more important to effective instruction than are programs, materials, and other items. It stimulates academic, social, cognitive, physical, and emotional growth (and recognition of achievement in these areas). Effective instruction is delivered through direct instruction for all students and includes special programs to meet the needs of LEP, low-achieving, and at-risk children. Schoolwide plans for homework, goal setting, TEAMS preparation, and monitoring are encouraged.

Full-Day Prekindergarten. Full-day pre-K provides additional instructional time for educationally disadvantaged four-year-olds who are either LEP or low income. The focus is increasing language, concept, personal, and social development.

Reduced Pupil-Teacher Ratio. Smaller classes are provided for all grade levels, pre-K through 6. The average class size is to be 15 to 1 in pre-K through 2, 18 to 1 in grades 3 and 4, and 20 to 1 in grades 5 and 6.

Additional Personnel and Support Services. Schools will receive full-time support personnel (i.e., helping teachers, librarians, counselors, Parent Training Specialists, etc.), and an innovative money fund.

Multicultural Eduction. On-going activities honor and recognize the cultural heritage of students and the contributions made by minority groups. The curriculum will be reviewed to ensure inclusion of multicultural perspectives in the curriculum and instruction at the schools.

Strong Parental-Community Involvement. Activities encourage parents and community members to become involved with the schools and volunteer as role models, tutors, speakers, and resources. Parents receive training and encouragement to participate in their children's education both at school and at home. Communication between the schools, homes, and communities is fostered and improved.

Staff Development. Each school planned and/or presented its own development the third year of the Priority Schools. Schools determined their plan for staff development through needs assessments of their staff members. Innovative funds were often used to pay for staff development, in the form of speakers, seminars, etc.

Buildings/Grounds. School buildings and grounds are well-maintained, safe and attractive.

Accountability. A monitoring committee and ORE's evaluation reports will make information about implementation, resources, and outcomes available to the public, the Board of Trustees, and other AISD staff.

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1 EXEMPLARY LEADERSHIP AND MASTER TEACHERS

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1 Exemplary Leadership and Master Teachers

Autonomous principals have the skills and experience to act as strong instructional leaders who utilize resources and hire cohesive, committed, and resourceful staffs. Master teachers are caring, dedicated. They have a desire to teach minority children, hold high expectations for all of their students, and teach for mastery. These teachers are experienced and/or they have demonstrated exceptional skills.

Most Priority Schools teachers (93%) agreed that classrooms in their schools are characterized by students actively engaged in learning. Teachers averaged 8.6 years of teaching experience. Principals averaged 8.3 years of administrative experience and 8.6 years of teaching experience.

1-1. HOW DID THE SCHOOL CLIMATE OF THE PRIORITY SCHOOLS COMPARE TO SCHOOL CLIMATE AT THE OTHER ELEMENTARY SCHOOLS?

School climate was assessed by the districtwide spring, 1990, employee survey. All AISD teachers were asked to respond to 24 survey items about the characteristics of their schools, factors that detract from quality teaching, and personal satisfaction with teaching as a profession. Districtwide results from these items are presented in Issues and Answers: 1989-90 Districtwide Surveys of Students, Professionals, and Parents (ORE publication number 89.29). Results for the Priority Schools and other elementary schools are compared in Attachment 1-1.

School Climate

Priority School teachers did not differ greatly from teachers in other elementary schools in their attitudes towards the schools where they teach. Responses indicate that:

- The vast majority of teachers (Priority Schools, 91%; other elementary schools, 96%) agreed that school climate at their campuses is conducive to learning.
- Most teachers (Priority Schools, 81%; other elementary schools, 94%) believed their schools have a safe climate.
- The majority of teachers (Priority Schools, 65%; other elementary schools, 79%) reported that morale is generally high. This item, along with the items on reduced paperwork and the adequacy of communication among the staff, had the lowest percent of teacher agreement among all the items.

School Effectiveness

Teachers in both Priority Schools and other elementary schools both rated their schools high on items concerning the characteristics of an effective school. The top four areas for both groups of teachers were:

- Most Priority School teachers (93%) and other elementary school teachers (97%) agreed that classrooms in their schools are characterized by students actively engaged in learning.
- Almost all teachers in Priority Schools (95%) and other elementary schools (98%) had high expectations for student success.
- Most of the teachers (Priority Schools, 92%; other elementary schools, 97%) reported that monitoring of student progress in their schools was frequent and used to improve efficiency.
- Most Priority School teachers (90%) and other elementary school teachers (95%) agreed that their school staff believed and demonstrated all students can attain mastery.

1-2. WAS THE PRIORITY SCHOOLS' MISSION COMMUNICATED TO STAFF AND PARENTS?

Parent Survey

As part of the spring, 1990, parent survey distributed to parents of all elementary school students, Priority School parents were asked if the mission or philosophy of their children's schools had been clearly communicated to them. Over three fourths (79%) of the parents responding to the survey agreed that the mission had been communicated to them.

Teacher Survey

In the spring, 1990, employee survey, Priority School teachers were asked if their schools had a clear and focused mission through which the entire staff shared an understanding and commitment to school goals. Most (87%) of the teachers responding agreed that their schools had such a mission.

1-3. HOW MANY TEACHERS AT THE PRIORITY SCHOOLS WERE BILINGUALLY OR ESL CERTIFIED?

A total of 144 bilingual teachers and 94 English-as-a-second language (ESL) teachers was located at the 16 Priority Schools in 1989-90, down slightly from 154 bilingual teachers and 105 ESL teachers in 1988-89; and 161 bilingual teachers and 113 ESL teachers in 1987-88. The totals for each Priority School are presented along with comparison figures for the other elementary schools as a whole in Figure 1-1. As indicated in the figure, 37% of the bilingually certified and 23% of the ESL certified teachers at the elementary level are at the Priority Schools.

FIGURE 1-1
BILINGUAL AND ESL TEACHERS IN THE PRIORITY SCHOOLS, 1989-90

SCHOOL	BILINGUAL TEACHERS	ESL TEACHERS
Allan	14	3
Allison	14	7
Becker	9	7
Blackshear	6	5
Brooke	11	8
Campbell	4	6
Govalle	12	6
Metz	23	11
Norman	1	3
Oak Springs	5	2
Ortega	9	3
Pecan Springs	4	6
Sanchez	18	10
Sims	4	7
Winn	3	3
Zavala	7	7
PRIORITY SCHOOLS TOTAL	**144 (37%)**	**94 (23%)**
OTHER ELEMENTARY SCHOOLS TOTAL	**249 (63%)**	**318 (77%)**
TOTAL ELEMENTARY	**393 (100%)**	**412 (100%)**

NUMBER OF LEP STUDENTS:

PRIORITY SCHOOLS	1,280	(37%)
OTHER ELEMENTARY SCHOOLS	2,146	(63%)

1-4. WHAT WAS THE ETHNIC COMPOSITION OF THE TEACHERS ASSIGNED TO THE PRIORITY SCHOOLS?

Figure 1-2 shows the percentage of teachers of each ethnicity assigned to each of the 16 Priority Schools.

FIGURE 1-2
ETHNIC COMPOSITION OF PRIORITY SCHOOL TEACHERS
1989-90

SCHOOL		% BLACK	% HISPANIC	% OTHER
Allan	(n=36)	3	36	61
Allison	(n=41)	7	44	49
Becker	(n=26)	8	35	58
Blackshear	(n=34)	47	15	38
Brooke	(n=28)	4	46	50
Campbell	(n=27)	56	11	33
Govalle	(n=42)	12	31	57
Metz	(n=38)	5	45	50
Norman	(n=22)	45	14	41
Oak Springs	(n=20)	25	20	55
Ortega	(n=30)	3	37	60
Pecan Springs	(n=33)	33	21	45
Sanchez	(n=41)	5	46	49
Sims	(n=27)	48	11	41
Winn	(n=43)	44	7	49
Zavala	(n=24)	8	29	63
PRIORITY SCHOOLS TOTAL	**(n= 512)**	**21**	**29**	**50**
OTHER ELEMENTARIES	**(n=1,718)**	**8**	**19**	**72**
TOTAL ELEMENTARY	**(n=2,230)**	**11**	**22**	**67**

- The overall ethnic makeup of the teachers at the Priority Schools was 21% Black, 29% Hispanic, and 50% Other. However, the percentages varied greatly when examined school by school, especially for Black and Hispanic teachers.
- The ethnic makeup of Priority School teachers is similar to the ethnic percentages of pupil enrollment in AISD which were 20% Black, 34% Hispanic, and 46% Other.

1-5. HOW EXPERIENCED WERE PRINCIPALS ASSIGNED TO THE PRIORITY SCHOOLS?

According to information provided by the Department of Personnel, the Priority School principals:

- Had from 1 to 21 years of administrative experience in AISD or other school districts.
- Had from 2 to 17 years of teaching experience in AISD or other school districts.
- Averaged 8.3 years of administrative experience.
- Averaged 8.6 years of teaching experience.

1-6. HOW EXPERIENCED WERE TEACHERS ASSIGNED TO THE PRIORITY SCHOOLS? HOW DID THIS COMPARE WITH OTHER SCHOOLS?

On the average, teachers in the Priority Schools were 1.2 years less experienced than teachers in other elementary schools.

FIGURE 1-3
YEARS OF TEACHING EXPERIENCE FOR PRIORITY SCHOOL TEACHERS BY ETHNICITY, 1989-90

YEARS OF EXPERIENCE (AISD AND NON-AISD)		PRIORITY SCHOOL TEACHERS (N=512)	OTHER ELEMENTARY SCHOOL TEACHERS (N=1,718)
0- 1	Black	6.5%	5.0%
	Hispanic	8.8%	10.5%
	Other	16.0%	11.7%
	TOTAL	11.9%	10.9%
2- 3	Black	13.0%	2.9%
	Hispanic	14.2%	10.8%
	Other	15.6%	10.4%
	TOTAL	14.7%	9.8%
4- 5	Black	11.1%	5.0%
	Hispanic	7.4%	8.4%
	Other	14.8%	12.0%
	TOTAL	11.9%	10.7%
5-10	Black	20.4%	23.6%
	Hispanic	31.8%	30.3%
	Other	21.9%	21.9%
	TOTAL	24.4%	23.7%
11-15	Black	14.8%	17.9%
	Hispanic	29.1%	25.5%
	Other	16.8%	20.3%
	TOTAL	19.9%	21.1%
16-20	Black	13.9%	18.6%
	Hispanic	4.7%	9.3%
	Other	9.0%	13.9%
	TOTAL	8.8%	13.4%
20+	Black	20.4%	27.1%
	Hispanic	4.1%	5.1%
	Other	5.9%	9.9%
	TOTAL	8.4%	10.3%
AVERAGE NUMBER OF YEARS OF EXPERIENCE			
	Black	10.9 YEARS	13.2 YEARS
	Hispanic	8.6 YEARS	9.0 YEARS
	Other	7.8 YEARS	9.6 YEARS
	TOTAL	8.6 YEARS	9.8 YEARS

- As in 1987-88 and 1988-89, the Priority Schools had smaller percentages of teachers with more than 10 years of experience than the other elementary schools.
- Within each ethnic group, the Priority Schools had smaller percentages of teachers with more than 10 years of experience than the other elementary schools.
- The average number of years of experience among teachers assigned to Priority Schools was 8.6, compared with 9.8 years of experience among teachers assigned to other elementary schools.

1-7. WHAT DEGREES WERE HELD BY TEACHERS ASSIGNED TO THE PRIORITY SCHOOLS?

The District's Employee Master Record File was accessed to determine the highest degree held by teachers in the Priority Schools. Of the 512 Priority School teachers, 68.0% had Bachelor's degrees, 31.6% had Master's degrees, and 0.4% had Doctoral degrees. These percentages were very similar to those for teachers in other elementary schools (68.5% had Bachelor's degrees, 31.4% had Master's degrees, and 0.1% had Doctoral degrees).

1-8. HOW DID THE TEACHER ABSENTEE RATE AT THE PRIORITY SCHOOLS COMPARE TO THE RATE FOR OTHER ELEMENTARY SCHOOLS?

Teacher absentee rates at the Priority Schools (5.1 days average) were about half a day per teacher less than the other elementary schools (5.6 days), and up from the 1988-89 rate of 4.6 days at the Priority Schools and 4.9 days at the other elementary schools.

Effective School Standards Report

Teacher absentee rates included sick and personal leave days. Teachers who took maternity leave or had extended absences (in excess of five consecutive days) were excluded. See the next section of this report for more details on the Effective School Standards Report.

- Teachers in the Priority Schools used an average of 0.5 fewer days of leave in 1989-90 than did teachers in the other elementary schools (5.1 days compared with 5.6 days).
- The absence rate was lower than in 1987-88, when the average number of teacher absences was 5.4 days in Priority Schools and 6.4 days in other elementary schools.
- The average of 5.1 days of teachers absences in the Priority Schools was not within the Effective Schools Standards of 5 or fewer days.

1-9. HOW DID THE ABSENTEE RATE FOR THE TEACHERS AT THE PRIORITY SCHOOLS COMPARE WITH THE SAME TEACHERS' ABSENTEE RATE IN 1988-89?

In 1989-90, Priority School teachers who had also taught the previous year in a Priority School used .5 more leave days on the average than they did while teaching in a Priority School in 1988-89. In 1989-90, teachers in other elementary schools who had also taught the previous year in other elementary schools used .7 more leave days on the average than they did in 1988-89.

- The average number of days of sick leave and personal leave taken by Priority School teachers was 5.0 days. In 1988-89, the same group of teachers took an average of 4.5 days of leave.
- The average number of days of leave taken by Priority School teachers (excluding extended absences in excess of five consecutive days) increased by .5 days in 1989-90 from 1988-89.
- The average number of days of sick leave and personal leave taken by other elementary school teachers was 5.5 days. In 1988-89, the same group of teachers took an average of 4.8 days of leave.
- The average number of days of leave taken by other elementary school teachers (excluding extended absences in excess of five consecutive days) increased by .7 days in 1989-90 from 1988-89.

1-10. HOW DID THE TEACHER TRANSFER REQUEST RATE FOR THE PRIORITY SCHOOLS COMPARE WITH THE RATE IN THE OTHER ELEMENTARY SCHOOLS?

FIGURE 1-4
TEACHER TRANSFER REQUESTS FOR PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS IN 1987-88, 1988-89, AND 1989-90

	NUMBER OF TEACHERS	NUMBER OF TRANSFER REQUESTS	TRANSFER REQUEST RATE
Priority Schools:			
1987-88	598	91	15%
1988-89	629	85	14%
1989-90	639	72	11%
Other Elementary Schools:			
1987-88	1,563	207	13%
1988-89	1,826	163	9%
1989-90	1,907	194	10%

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2 Effective Instruction

Effective instruction requires the mastery of basic skills, operates from the students' cultural perspectives, and is intellectually challenging. Effective principals and teachers are more important to effective instruction than are programs, materials, and other items. It stimulates academic, social, cognitive, physical, and emotional growth (and recognition of achievement in these areas). Effective instruction is delivered through direct instruction for all students and includes special programs to meet the needs of LEP, low-achieving, and at-risk children. Schoolwide plans for homework, goal setting, TEAMS preparation, and monitoring are encouraged.

2- 1. WHAT ARE THE EFFECTIVE SCHOOL STANDARDS?

Part of the Effective Schools Movement includes schools' being held accountable to standards indicating effectiveness. The Effective Schools Movement suggests areas for these standards, but school districts set up the actual criteria and cutoffs for effectiveness themselves. The Priority School principals, with the help of the Assistant Director of ORE, set long-range standards for the Priority Schools in 1987-88. Because these were five-year goals, an improving school standard was also set. These standards are summarized in Figure 2-1. The specifics of how these standards are computed are included in Attachment 2-1.

FIGURE 2-1
DESCRIPTION OF AISD'S EFFECTIVE SCHOOL STANDARDS

1) Student average percent of attendance of 95% or greater
2) Average number of teacher absences of five or fewer days
3) TEAMS mastery of 85% or greater on each subtest (with less than a 7% difference by sex, income, and ethnicity)--both English and Spanish
4) Fewer than 10% of the students below the bottom quartile on the ITBS Composite
5) Parent agreement of 75% or greater that the school is effective

Improving School = School where the percent mastering each subtest of the TEAMS is 80% or more.

Effective School = School that meets criteria 1 through 5 and has done so for two consecutive years.

2- 2. HOW DID EACH PRIORITY SCHOOL PERFORM ON THE EFFECTIVE SCHOOL STANDARDS? WERE THERE CHANGES FROM 1988-89?

Five of the 16 schools met the standard for being an improving school in 1989-90.

Attachment 2-1 includes the Effective School Standards Report for each of the 16 campuses. Figure 2-2 summarizes the number of campuses that met or did not meet each standard in 1987-88, 1988-89, and 1989-90.

FIGURE 2-2
SUMMARY OF EFFECTIVE SCHOOL STANDARDS REPORT DATA, PRIORITY SCHOOLS, 1987-88, 1988-89, 1989-90

STANDARD	NUMBER OF SCHOOLS MEETING THE STANDARD		
	1987-88	1988-89	1989-90
1) Student average percent of attendance of 95% or greater	10 OF 16 (63%)	10 OF 16 (63%)	13 of 16 (81%)
2) Average number of teacher absences of five days or less	4 of 16 (25%)	11 of 16 (69%)	10 of 16 (63%)
3) TEAMS mastery of each subtest of 85% or greater	2 of 16 (13%)	1 of 16 (6%)	1 of 16 (6%)
Difference by sex less than 7%	6 of 16 (38%)	5 of 16 (31%)	1 of 16 (6%)
Difference by income less than 7%	3 of 11 (27%)	0 of 11 (0%)	2 of 6 (33%)
Difference by ethnicity less than 7%	2 of 10 (20%)	3 of 11 (27%)	0 of 4 (0%)
Spanish TEAMS mastery of each subtest of 85% or greater	3 of 4 (75%)	2 of 3 (67%)	0 of 0
Difference by sex less than 7%	1 of 2 (50%)	0 of 1 (0%)	0 of 0
Difference by income less than 7%	0 of 0	0 of 0	0 of 0
4) ITBS Composite--fewer than 10% in bottom quartile	0 of 16 (0%)	0 of 16 (0%)	0 of 16 (0%)
Median percentile 50 or greater	2 of 16 (13%)	1 of 16 (6%)	0 of 16 (0%)
Difference by sex less than 7%	11 of 16 (69%)	12 of 16 (75%)	12 of 16 (75%)
Difference by income less than 7%	1 of 14 (7%)	4 of 14 (29%)	4 of 13 (31%)
Difference by ethnicity less than 7%	5 of 13 (38%)	6 of 13 (46%)	6 of 13 (46%)
5) 75% or higher parent agreement that the school is effective	16 of 16 (100%)	15 of 16 (94%)	13 of 16 (81%)
Is this school an improving school (70 TEAMS Mastery)? (1987-88 Level)	10 of 16 (63%)	12 of 16 (75%)	10 of 16 (63%)
Is this school an improving school (75% TEAMS Mastery) (1988-89 Level)	---	11 of 16 (69%)	6 of 16 (38%)
Is this school an improving school (80% TEAMS Mastery) (1989-90 Level)	---	---	5 of 16 (31%)

The number of schools for which each standard was measurable varied because achievement comparisons require 20 students per group.

In 1989-90, 5 of the 16 schools met the standard for being an improving school with TEAMS mastery rates of 80% or more. No school met the standard of having fewer than 10% of its students in the bottom quartile. The greatest change from 1987-88 to 1988-89 was in the number of schools with low teacher absence rates--only 4 of 16 met this standard in 1987-88 year, but 11 met the standard in 1988-89.

2- 3. HOW WOULD THE PRIORITY SCHOOLS PERFORM ON THESE STANDARDS IF THEY WERE CONSIDERED AS ONE SCHOOL? HOW DID THEY COMPARE ON THE STANDARDS WITH OTHER AISD ELEMENTARY CAMPUSES AS A GROUP?

In Figure 2-3 is presented the summary information for the Priority Schools, the other elementary schools, and AISD as a whole. The Priority Schools are much more like other elementary schools than different with 13 of the 16 standards alike. The areas where the schools were different are:

- the Priority Schools did not meet the standard of 85% TEAMS mastery, and the other elementary schools did;
- the Priority Schools met the 85% Spanish TEAMS mastery standard, and the other elementary schools as a group did not;
- the Priority Schools as a group did not have an ITBS median composite percentile of 50 or more, and the other schools did. Attachment 2-1 contains these individual school reports.

FIGURE 2-3
SUMMARY OF EFFECTIVE SCHOOL STANDARDS REPORT DATA, 1989-90
AISD, PRIORITY SCHOOLS, OTHER ELEMENTARY SCHOOLS

STANDARD	PRIORITY SCHOOLS	OTHER ELEMENTARY SCHOOLS	AISD
1) Student average percent of attendance of 95% or greater	YES	YES	YES
2) Average number of teacher absences is five days or less	NO	NO	NO
3) TEAMS mastery of each subtest is 85% or greater	NO	NO	NO
Difference by sex less than 7%	NO	YES	YES
Difference by income less than 7%	NO	NO	NO
Difference by ethnicity less than 7%	NO	NO	NO
Spanish TEAMS mastery of each subtest is 85% or greater	YES	YES	YES
Difference by sex less than 7%	YES	NO	YES
Difference by income less than 7%	--	--	--
4) ITBS Composite--fewer than 10% in bottom quartile	NO	NO	NO
Median percentile 50 or greater	NO	YES	YES
Difference by sex less than 7%	YES	YES	YES
Difference by income less than 7%	NO	NO	NO
Difference by ethnicity less than 7%	NO	NO	NO
5) 75% or higher parent agreement that the school is effective	YES	YES	YES
Is this school an improving school (70% TEAMS Mastery)?	YES	YES	YES
Is this school an improving school (75% TEAMS Mastery)?	YES	YES	YES
Is this school an improving school (80% TEAMS Mastery)?	NO	YES	YES

2- 4. HOW MANY MEETINGS DID THE 16 PRINCIPALS HAVE DURING THE SCHOOL YEAR? WHAT WERE THE AGENDAS OF THESE MEETINGS?

During the 1989-90 school year, the Priority School principals met four times with the Assistant Superintendent for Elementary Education. Agenda items included the Monitoring Committee report to the school board, the Office of Research and Evaluation

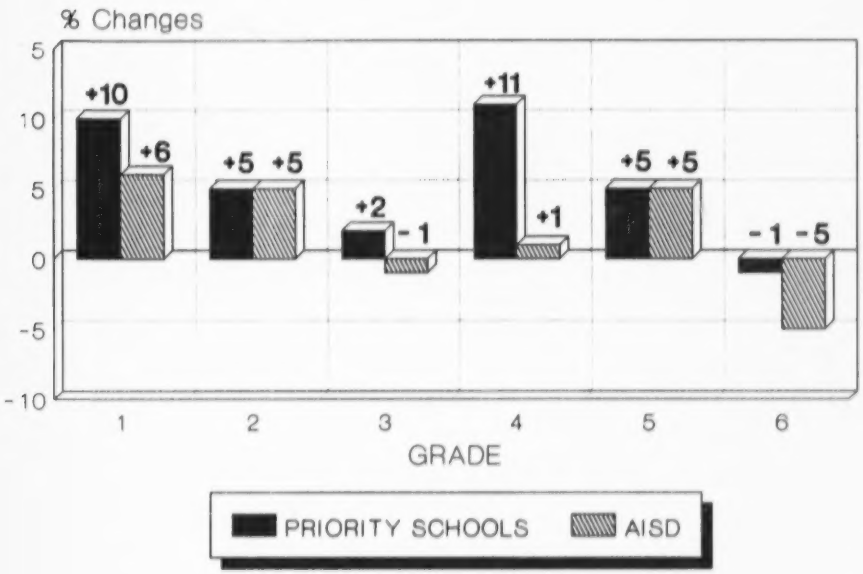
Priority Schools report for 1988-89, LAMP staff development and materials, preparing for the TEAMS, Parent Training Specialists, Scope and Sequence in language arts and mathematics, Chapter 1 requirements, dropout information, the bond issue, review of the report card, and the Gifted and Talented program.

2- 5. HOW DID THE PRIORITY SCHOOL STUDENTS ACHIEVE ON THE ITBS COMPARED TO 1986-87? TO 1988-89?

1989-90 Priority School students' achievement exceeded 1986-87 (83% of comparisons) and 1988-89 levels (61% of comparisons).

Attachment 2-2 gives the ITBS median percentiles (1988 norms) by grade, by subtest, and by year. From 1989 to 1990, of the 36 possible comparisons (6 grades x 6 subtests), 1990 ITBS medians were higher than 1989 medians in 22 cases (61%), lower in 12 cases (33%), and unchanged in two cases. In looking at 1987 to 1990 changes, of the 36 possible comparisons, 1990 Priority Schools student medians were higher than the 1987 medians in 30 cases (83%) and lower in six cases. The largest gains were in grades 1, and 5. The changes on the ITBS composite are illustrated in Figure 2-4 (AISD figures are given for reference). The Priority Schools showed less of a drop at the upper grades than did AISD as a whole.

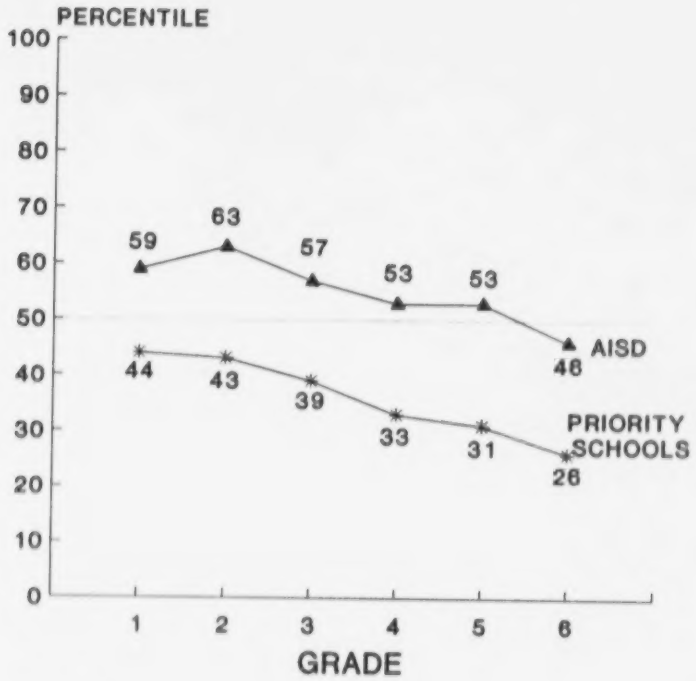
FIGURE 2-4
PERCENTILE CHANGES ON THE ITBS COMPOSITE FOR THE PRIORITY SCHOOLS FROM 1987 TO 1990 (1988 NORMS)



2- 6. HOW DO THE PRIORITY SCHOOLS' 1989 AND 1990 SCORES ON THE ITBS COMPOSITE COMPARE TO AISD SCORES?

Figure 2-5 graphically represents these data in terms of the ITBS Composite median percentile scores (1988 norms). Across all grade levels the Priority Schools medians were lower than the AISD medians, from 12 to 22 percentile points. All the Priority Schools' medians were lower than the national norm.

FIGURE 2-5
ITBS COMPOSITE MEDIANS
1989-90 (1988 NORMS)



2 -7. HOW DID THE PRIORITY SCHOOLS ACHIEVE ON THE ITBS BY ETHNICITY?

These data are presented in Attachment 2-3. Figure 2-6 presents median ITBS composite percentiles (1988 norms) and the number of increases in the medians (across all subtests) from 1987 to 1990. Across the three groups, Other students had the highest median percentiles, with Hispanics next, followed by Blacks. Hispanics and Blacks showed the most increases from 1987 to 1990. Overall, students in grades 4-6 had the lowest medians, with the exception of grade 6, Others; whose median score was 71.

FIGURE 2-6
ITBS TRENDS FOR THE PRIORITY SCHOOLS BY ETHNICITY, BY GRADE, (1988 NORMS) FROM 1987 TO 1990

GRADE	Black		Hispanic		Other	
	Median %ile*	No. of Increases	Median %ile*	No. of Increases	Median %ile*	No. of Increases
1	46	6 of 6	41	6 of 6	67	6 of 6
2	38	5 of 6	44	6 of 6	50	4 of 6
3	34	5 of 6	41	2 of 6	59	2 of 6
4	27	6 of 6	36	6 of 6	41	2 of 6
5	25	4 of 6	33	6 of 6	37	3 of 6
6	21	4 of 6	25	2 of 6	71	too few students
TOTAL	--	30 of 36	--	28 of 36	--	12 of 30

* Composite score

SUMMARY OF PERCENTILE CHANGES BY ETHNICITY, 1987 TO 1990 GRADES 1-6

UP	%	SAME	%	DOWN	%
70	69%	0	0%	32	31%

2- 8. HOW DID THE PRIORITY SCHOOLS PERFORM INDIVIDUALLY ON THE ITBS?

The data are presented in detail in Attachment 2-4. Summarized in Figure 2-7 are the number of Priority Schools that increased from 1987 to 1988, 1988 to 1989, 1987 to 1989, 1989 to 1990, and 1987 to 1990 on the ITBS Composite.

FIGURE 2-7
NUMBER OF PRIORITY SCHOOLS SHOWING IMPROVEMENT ON THE ITBS COMPOSITE FROM 1987 TO 1988, 1988 TO 1989, 1987 TO 1989, 1987 TO 1990, AND 1989 TO 1990 (1988 NORMS)

	NUMBER OF SCHOOLS THAT INCREASED				
GRADE	87 TO 88	88 TO 89	87 TO 89	89 TO 90	87 TO 90
1	15 of 16	7 of 16	12 of 16	9 of 16	12 of 16
2	10 of 16	12 of 16	15 of 16	7 of 16	12 of 16
3	13 of 16	4 of 16	9 of 16	11 of 16	11 of 16
4	11 of 15	7 of 15	13 of 15	7 of 15	14 of 15
5	9 of 15	10 of 15	10 of 15	8 of 15	10 of 15
6	3 of 4	0 of 4	1 of 4	1 of 4	2 of 4

1988 norms are used in all six comparisons.

SUMMARY OF PERCENTILE CHANGES BY SCHOOLS ACROSS GRADE LEVELS

	UP	%	SAME	DOWN	%
FROM 1987 TO 1988	61	74%	4	17	21%
FROM 1988 TO 1989	40	49%	0	42	51%
FROM 1989 TO 1990	36	44%	5	41	50%
FROM 1987 TO 1989	40	73%	0	22	27%
FROM 1987 TO 1990	61	74%	1	20	24%

From 1987 to 1990, in grades 1-5, a majority of Priority Schools showed increases. From 1989 to 1990 at grades 1, 3, and 5, half or more of the schools made increases; at grades 2, 4, and 6, half or more of the Priority Schools did not make gains. Grades 1 and 2 showed the most consistent increases over the

three-year period, with the majority of schools improving. Grade 6 showed the least overall gain, with only one of the four schools with grade 6 improving from 1987 to 1990.

2- 9. HOW DID EACH PRIORITY SCHOOL ACHIEVE ON THE ITBS BY GRADE IN 1987 COMPARED TO 1990?

The number of increases in ITBS median percentiles (1988 norms) for each grade for each of the Priority Schools from 1987 to 1990 is presented in Figure 2-8. The highest number of increases was at grade 4 (92%) and the lowest number of increases was at grade 6 (50%). On the whole, the majority of grade level medians were higher in 1990 than in 1987.

FIGURE 2-8
PRIORITY SCHOOL ACHIEVEMENT GAINS ON THE ITBS (1988 NORMS) FROM 1987 TO 1990, BY GRADE ACROSS SUBTESTS

SCHOOL	NUMBER OF INCREASES BY GRADE 1	2	3	4	5	6
ALLAN	5 of 6	3 of 6	6 of 6	6 of 6	6 of 6	---
ALLISON	6 of 6	1 of 6	2 of 6	6 of 6	6 of 6	---
BECKER	6 of 6	6 of 6	4 of 6	5 of 6	3 of 6	---
BLACKSHEAR	6 of 6	4 of 6	6 of 6	6 of 6	3 of 6	5 of 6
BROOKE	1 of 6	6 of 6	6 of 6	6 of 6	6 of 6	---
CAMPBELL	6 of 6	5 of 6	3 of 6	5 of 6	5 of 6	1 of 6
GOVALLE	6 of 6	4 of 6	4 of 6	6 of 6	6 of 6	---
METZ	3 of 6	5 of 6	5 of 6	6 of 6	6 of 6	0 of 6
NORMAN	5 of 6	4 of 6	4 of 6	6 of 6	3 of 6	---
OAK SPRINGS	1 of 6	5 of 6	2 of 6	6 of 6	2 of 6	---
ORTEGA	6 of 6	5 of 6	3 of 6	1 of 6	6 of 6	---
PECAN SPRINGS	1 of 6	1 of 6	2 of 6	6 of 6	6 of 6	---
SANCHEZ	5 of 6	6 of 6	4 of 6	6 of 6	6 of 6	6 of 6
SIMS	2 of 6	5 of 6	4 of 6	6 of 6	5 of 6	---
WINN	6 of 6	3 of 6	3 of 6	---	---	---
ZAVALA	5 of 6	5 of 6	2 of 6	6 of 6	2 of 6	---
Total	70 of 96 (73%)	69 of 96 (72%)	60 of 96 (63%)	83 of 90 (92%)	71 of 90 (79%)	12 of 24 (50%)

ITBS SUMMARY OF PERCENTILE CHANGES (1987 TO 1990) FOR EACH PRIORITY SCHOOL BY GRADE ACROSS SUBTESTS

	UP	%	SAME	%	DOWN	%
GRADE 1	70	73%	4	4%	22	23%
GRADE 2	69	72%	7	7%	20	21%
GRADE 3	60	63%	3	3%	33	34%
GRADE 4	83	92%	1	1%	6	7%
GRADE 5	71	79%	5	6%	14	15%
GRADE 6	12	50%	1	4%	11	46%

2-10. HOW DID EACH PRIORITY SCHOOL ACHIEVE ON THE ITBS SUBTESTS IN 1987 COMPARED TO 1990?

Figure 2-9 presents the number of increases in ITBS median percentiles (1988 norms) from 1987 to 1990 by subtest area. Across all subtest levels the majority of the schools showed improvement in each subtest area.

FIGURE 2-9
PRIORITY SCHOOL ACHIEVEMENT GAINS BY ITBS SUBTEST AREA ACROSS GRADE LEVEL (1988 NORMS) FROM 1987 TO 1990

	NUMBER OF INCREASES							
SCHOOL	VOCABULARY	READING COMPREHENSION	MATHEMATICS	SPELLING	WORD ANALYSIS	LANGUAGE	WORK STUDY	COMPOSITE
ALLAN	5 of 5	4 of 5	5 of 5	1 of 2	2 of 2	3 of 3	3 of 3	5 of 5
ALLISON	3 of 5	3 of 5	3 of 5	1 of 2	2 of 2	3 of 3	3 of 3	3 of 5
BECKER	3 of 5	4 of 5	3 of 5	2 of 2	2 of 2	3 of 3	3 of 3	4 of 5
BLACKSHEAR	5 of 6	5 of 6	5 of 6	2 of 2	2 of 2	4 of 4	2 of 4	4 of 6
BROOKE	4 of 5	4 of 5	4 of 5	1 of 2	2 of 2	3 of 3	3 of 3	4 of 5
CAMPBELL	3 of 6	5 of 6	5 of 6	2 of 2	1 of 2	4 of 4	1 of 4	5 of 6
GOVALLE	5 of 5	5 of 5	3 of 5	2 of 2	1 of 2	3 of 3	3 of 3	4 of 5
METZ	3 of 6	4 of 6	4 of 6	0 of 2	2 of 2	3 of 4	3 of 4	5 of 6
NORMAN	3 of 5	4 of 5	4 of 5	2 of 2	1 of 2	3 of 3	2 of 3	4 of 5
OAK SPRINGS	2 of 5	4 of 5	2 of 5	1 of 2	2 of 2	2 of 3	1 of 3	2 of 5
ORTEGA	3 of 5	3 of 5	2 of 5	2 of 2	2 of 2	3 of 3	2 of 3	4 of 5
PECAN SPRINGS	2 of 5	2 of 5	4 of 5	0 of 2	0 of 2	3 of 3	2 of 3	3 of 5
SANCHEZ	6 of 6	5 of 6	6 of 6	1 of 2	2 of 2	4 of 4	3 of 4	6 of 6
SIMS	4 of 5	4 of 5	4 of 5	1 of 2	0 of 2	3 of 3	3 of 3	3 of 5
WINN	1 of 3	2 of 3	2 of 3	1 of 2	2 of 2	1 of 1	0 of 1	3 of 3
ZAVALA	4 of 5	5 of 5	3 of 5	2 of 2	2 of 2	3 of 3	1 of 3	3 of 5

ITBS SUMMARY OF PERCENTILE CHANGES (1987-1990)
FOR EACH PRIORITY SCHOOL BY SUBTEST ACROSS GRADES

	UP	%	SAME	%	DOWN	%
VOCABULARY	56	68%	3	4%	23	28%
READING COMPREHENSION	58	71%	5	6%	19	23%
MATHEMATICS	53	65%	6	7%	23	28%
SPELLING	21	66%	3	9%	8	25%
WORD ANALYSIS	25	78%	2	6%	7	22%
LANGUAGE	47	94%	0	0%	3	6%
WORK STUDY	35	70%	1	29%	14	28%
COMPOSITE	62	76%	1	1%	19	23%

2-11. HOW DID THE PRIORITY SCHOOLS PERFORM WHEN COMPARED TO THE OTHER AISD ELEMENTARY SCHOOLS?

One way of doing this comparison is using the Report on School Effectiveness (ROSE). The ROSE is a series of regression analyses which asks the question "How do the achievement gains of a school's students compare with those of other AISD students of the same previous achievement levels and background characteristics?" The ROSE report used a variety of variables (previous test score, sex, ethnicity, income status, reassignment/transfer status, and pupil/teacher ratio) to calculate the "predicted" level of a student's achievement in reading and in mathematics from one year to the next. Then when the actual test scores are available, the predicted scores can be compared to see if a grade at a school exceeded, achieved, or was below the predicted score.

Using the ROSE calculations for grades 2-6 comparing the Priority Schools with the other elementary schools (only using those grades with measurable numbers), Figure 2-10 was prepared. The percent of grades achieving, exceeding, or going below expectations are summarized for Priority Schools and other elementary schools. With the exception of work study skills,

(where the Priority Schools had a higher percent of exceeding expectations) the Priority Schools had slightly more below expectations than did the other elementaries. The other elementaries were slightly higher in exceeding expectations (with the exception of work study skills).

FIGURE 2-10
PERCENT OF ELEMENTARY SCHOOLS EXCEEDING, ACHIEVING, OR BELOW EXPECTATIONS ON THE 1990 ROSE

	READING			MATHEMATICS			LANGUAGE			WORK STUDY		
	% EXCEEDED	% ACHIEVED	% BELOW	% EXCEEDED	% ACHIEVED	% BELOW	% EXCEEDED	% ACHIEVED	% BELOW	% EXCEEDED	% ACHIEVED	% BELOW
PRIORITY SCHOOLS	10%	74%	16%	19%	62%	19%	11%	71%	18%	18%	71%	11%
OTHER ELEMENTARY SCHOOLS	13%	75%	12%	21%	58%	21%	21%	65%	14%	11%	81%	8%

2-12. WHAT EFFECT DOES LOWERING THE PUPIL-TEACHER RATIO HAVE ON STUDENTS' ACHIEVEMENT?

Because the single largest expense of creating the Priority Schools was lowering the pupil-teacher ratios at all grade levels, there is an interest in knowing how much a lowered pupil teacher ratio (PTR) contributes to increased student achievement. One way to assess this was to run the Report on School Effectiveness (ROSE) report with and without PTR as a variable.

The ROSE for 1989-90 was run both with and without PTR to assess the amount of achievement gain produced by the lowered PTR. In analyzing the results, the following can be noted:

- In all cases, pupil teacher ratio accounts for a very small proportion of the variance. Previous test score, income status, and ethnicity account for much more weight in predicting a student's score.

- The negative weights of the PTR in the regression equations for grades 2-5 mathematics and grades 2 and 5 reading indicate that the smaller the class size, the higher the reading (or mathematics) scores. (See Figure 2-11.)

- The positive weights of the PTR in the regression equations for grades 6 mathematics and grades 3, 5, and 6 reading indicate that the smaller the class size, the lower the reading (or mathematics) scores. (See Figure 2-11.)

- In order to gauge how many days of learning are gained by lowering the PTR, we can compute a **theoretical** comparison between gains of various sized classes. For the comparisons discussed here, we have chosen sizes of 12 and 21. When each class size is multiplied by the regression weight and the difference between these two numbers is calculated, the number of days of learning gained or lost for an instructional year can be figured. These data are presented in Figure 2-11. The highlights include:

  --from 11 to 28 more days of learning were achieved in mathematics at grades 2, 3, 4, and 5, and one-half day and 33 more days of learning were achieved in reading at grades 2 and 5, respectively, with a class size of 12 compared to one of 21.

  --from 2.5 to 13 fewer days of learning were achieved in reading at grades 3, 4, and 6; and 10 fewer days of learning were achieved in mathematics at grade 6 with a class size of 12 as compared to one of 21.

- This analysis was also conducted in 1988-89. The results are shown in Figure 2-11. As can be noted, there are more gains for a lowered PTR in 1989-90 than in 1988-89 (3 versus 6). The results do not indicate that reducing the PTR will automatically result in an increased achievement gain. Previous research has indicated that lowering the PTR in the early grades has the most potential for increasing achievement.

FIGURE 2-11
BY-SUBJECT AND BY-GRADE ANALYSES OF THE DIFFERENCE IN ACHIEVEMENT WITH A CLASS SIZE OF 21 OR 12

1988-89

SUBJECT	GRADE	DIFFERENCE IN LEARNING FOR EACH STUDENT IN A CLASS (REGRESSION WEIGHT)	DIFFERENCE IN WEIGHT FOR 12 VS. 21	THEORETICAL DIFFERENCE IN DAYS OF LEARNING WITH REDUCTION FROM 21 TO 12
Reading	2	0.016	.143	-29 days
Reading	3	0.006	.054	-11 days
Reading	4	0.003	.027	-5 days
Reading	5	0.003	.027	-5 days
Reading	6	0.005	.044	-8 days
Mathematics	2	-0.0003	.004	+1 day
Mathematics	3	-0.004	.034	+7 days
Mathematics	4	0.009	.079	-16 days
Mathematics	5	-0.007	.062	+12 days
Mathematics	6	0.0065	.058	-12 days

1989-90

SUBJECT	GRADE	DIFFERENCE IN LEARNING FOR EACH STUDENT IN A CLASS (REGRESSION WEIGHT)	DIFFERENCE IN WEIGHT FOR 12 VS. 21	THEORETICAL DIFFERENCE IN DAYS OF LEARNING WITH REDUCTION FROM 21 TO 12
Reading	2	-0.015	.131	+33.0 days
Reading	3	0.008	.069	-17.0 days
Reading	4	0.001	.010	-2.5 days
Reading	5	-0.000	.002	+.5 days
Reading	6	0.006	.052	-13.0 days
Mathematics	2	-0.012	.111	+28.0 days
Mathematics	3	-0.005	.044	+11.0 days
Mathematics	4	-0.012	.106	+26.5 days
Mathematics	5	-0.007	.066	+16.5 days
Mathematics	6	0.004	.040	-10.0 days

2-13. DID THE PRIORITY SCHOOLS STUDENTS AS A GROUP IMPROVE THEIR MASTERY LEVELS ON THE TEAMS FROM 1987 TO 1990? FROM 1989 TO 1990? WHAT WAS THE SPANISH TEAMS MASTERY?

The TEAMS data are presented in Attachment 2-5. The Priority Schools as a group improved their mastery levels in all subtests at all grade levels from 1987 to 1990 (see Figure 2-12). From 1988 to 1990, out of the 8 possible comparisons (grade X subtest), 4 (50%) were increases. In Figure 2-13 are presented the Spanish TEAMS data. From 1987 to 1990, 100% of the subtests were up, from 1989 to 1990, 50% were higher.

FIGURE 2-12
PRIORITY SCHOOLS TEAMS MASTERY
YEAR TO YEAR CHANGES

	1987 to 1989				1987 to 1988				1988 to 1989			
GRADE	Mathematics	Reading	Writing	Passed All	Mathematics	Reading	Writing	Passed All	Mathematics	Reading	Writing	Passed All
3	+19%	+18%	+23%	+27%	+16%	+14%	+15%	+18%	+3%	+4%	+8%	+9%
5	+19%	+12%	+27%	+28%	+10%	+13%	+13%	+16%	+9%	-1%	+14%	+12%

	1987 to 1990				1989 to 1990			
GRADE	Mathematics	Reading	Writing	Passed All	Mathematics	Reading	Writing	Passed All
3	+13%	+8%	+23%	+22%	-6%	-6%	NC	-5%
5	+20%	+17%	+29%	+30%	+1%	+5%	+2%	+2%

TEAMS SUMMARY OF PRIORITY SCHOOLS TEAMS MASTERY

	UP	%	SAME	%	DOWN	%
1987 TO 1989	12	100%	0	0%	0	0%
1987 TO 1988	12	100%	0	0%	0	0%
1988 TO 1989	10	83%	0	0%	2	17%
1987 TO 1990	8	100%	0	0%	0	0%
1989 TO 1990	4	50%	1	13%	3	37%

FIGURE 2-13
PRIORITY SCHOOLS SPANISH TEAMS MASTERY
CHANGES FROM 1987 TO 1990, CHANGES FROM 1989 TO 1990

	1987 to 1989				1987 to 1988				1988 to 1989			
GRADE	Mathematics	Reading	Writing	Passed All	Mathematics	Reading	Writing	Passed All	Mathematics	Reading	Writing	Passed All
3	+12%	+7%	+5%	+13%	+15%	+6%	+5%	+16%	-3%	+1%	NC	+3%

	1987 to 1990				1989 to 1990			
GRADE	Mathematics	Reading	Writing	Passed All	Mathematics	Reading	Writing	Passed All
3	+16%	+7%	+5%	+17%	+4%	NC	NC	+4%

NC = NO CHANGES

SPANISH TEAMS SUMMARY OF PRIORITY SCHOOLS TEAMS MASTERY

	UP	%	SAME		DOWN	%
1987 TO 1989	6	75%	0	0%	2	25%
1987 TO 1988	5	63%	0	0%	3	34%
1988 TO 1989	5	63%	1	12%	2	25%
1987 TO 1990	4	100%	0	0%	0	0%
1989 TO 1990	2	50%	2	50%	0	0%

2-14. HOW DID THE PRIORITY SCHOOL MASTERY TEAMS LEVELS COMPARE TO AISD MASTERY LEVELS AND TO THE STATE MASTERY LEVELS?

Figure 2-14 gives District, State, and Priority School TEAMS mastery levels for 1990. Priority Schools' levels of mastery were lower than AISD levels and with one exception (grade 3 writing), than Texas levels. Mastery rates for the grade 3 Spanish TEAMS are included in Figure 2-15.

FIGURE 2-14
PERCENT OF STUDENTS MASTERING THE 1990 TEAMS IN PRIORITY SCHOOLS, AISD, AND TEXAS

	MATHEMATICS			READING			WRITING			PASSED ALL		
GRADE	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS
3	86%	91%	91%	76%	85%	85%	77%	78%	77%	64%	70%	74%
5	82%	90%	90%	75%	86%	87%	59%	75%	77%	57%	72%	74%

FIGURE 2-15
PERCENT OF STUDENTS MASTERING THE 1990 SPANISH TEAMS IN PRIORITY SCHOOLS, AISD, AND TEXAS

	MATHEMATICS			READING			WRITING			PASSED ALL		
GRADE	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS
3	98%	93%	84%	100%	98%	89%	100%	98%	89%	98%	92%	78%

2-15. HOW DID THE PRIORITY SCHOOL STUDENTS PERFORM ON THE TEAMS WHEN DISAGGREGATED BY ETHNICITY?

The TEAMS mastery levels by grade, subtest, and ethnicity for Priority School students are presented in Figure 2-16. With the exception of writing at grade 3, White students showed the highest mastery levels across grades and subject areas. The mastery of the three groups was most similar in grades 3 and 5 writing. Hispanic students' mastery levels were higher than Black students' mastery except at grades 3 and 5 in writing.

FIGURE 2-16
1989-90 PRIORITY SCHOOLS TEAMS MASTERY LEVELS BY ETHNICITY

	MATHEMATICS			READING			WRITING			PASSED ALL		
GRADE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC	WHITE
3	87%	88%	90%	71%	79%	82%	78%	76%	74%	59%	66%	71%
5	78%	83%	89%	74%	75%	85%	74%	74%	77%	56%	60%	73%

2-16. HOW DID THE TEAMS MASTERY LEVELS OF PRIORITY SCHOOLS STUDENTS DISAGGREGATED BY ETHNICITY COMPARE WITH THE TEAMS MASTERY LEVELS OF AISD AND TEXAS STUDENTS DISAGGREGATED BY ETHNICITY?

The TEAMS mastery levels by grade, subtest, and ethnicity for AISD and Texas students are presented in Figure 2-17. Using the data in Figure 2-14 to compare to these data, the following can be noted. The mastery levels for each ethnicity are very similar in the Priority Schools, in AISD, as a whole, and in the State. The AISD mastery levels are slightly higher than the Priority Schools student groups this year. In 1989, mastery levels for Priority Schools minority students were higher than the AISD minority averages, on the whole.

FIGURE 2-17
1989-90 AISD AND TEXAS TEAMS MASTERY LEVELS BY ETHNICITY

	MATHEMATICS						READING						WRITING						PASSED ALL*					
GRADE	BLACK		HISPANIC		WHITE		BLACK		HISPANIC		WHITE		BLACK		HISPANIC		WHITE		BLACK		HISPANIC		WHITE	
	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX
3	82%	83%	88%	88%	96%	95%	76%	78%	80%	76%	93%	91%	73%	72%	76%	69%	83%	84%	58%	NA	65%	NA	79%	NA
5	79%	81%	88%	85%	95%	94%	76%	79%	80%	79%	95%	93%	77%	77%	80%	76%	91%	88%	60%	NA	68%	NA	87%	NA

* Not available yet.

2-17. WHAT LEVELS OF IMPROVEMENT WERE SHOWN BY ETHNIC GROUPS IN THE PRIORITY SCHOOLS ON TEAMS MASTERY FROM 1987 TO 1990?

With two exceptions, students in each ethnic group in the Priority Schools improved in TEAMS mastery levels. In 22 (92%) of the 24 possible comparisons, mastery percentages improved. The mastery percentages also improved for each ethnic group at the District level and in the State of Texas.

As Figure 2-18 indicates, all Priority School groups posted gains with the exceptions of grades 3 and 5 reading for White students. The most impressive gains were in writing and in the number of students mastering all tests. These data are presented in greater detail in Attachment 2-6.

FIGURE 2-18
TEAMS PERCENT MASTERY GAINS FROM 1987 TO 1990 BY ETHNICITY

CHANGE FROM 1987 TO 1990

ETHNICITY	GRADE	MATHEMATICS			READING			WRITING			PASSED ALL		
		PS	AISD	TX	PS	AISD	TX	PS	AISD	TX	PS	AISD	TX
Black	3	+12%	+14%	+8%	+8%	+9%	+8%	+30%	+19%	+12%	+23%	+18%	NA
Hispanic	3	+12%	+7%	+6%	+16%	+8%	+8%	+19%	+11%	+7%	+22%	+11%	NA
White	3	+7%	+3%	+3%	-1%	+4%	+3%	+1%	+1%	+4%	+4%	+2%	NA
Black	5	+22%	+15%	+6%	+17%	+8%	+4%	+26%	+22%	+17%	+25%	+21%	NA
Hispanic	5	+19%	+16%	+5%	+18%	+10%	+5%	+32%	+27%	+19%	+34%	+27%	NA
White	5	+10%	+4%	+3%	-7%	+4%	+3%	+10%	+17%	+4%	+6%	+18%	NA

*Not available yet.

SUMMARY OF PRIORITY SCHOOLS TEAMS MASTERY BY ETHNICITY 1987-1990

	UP	%	SAME	%	DOWN	%
PS	22	92%	0	0%	2	8%
AISD	24	100%	0	0%	0	0%
TX	18	100%	0	0%	0	0%

2-18. WHAT IMPROVEMENT DID EACH OF THE 16 PRIORITY SCHOOLS SHOW ON THE TEAMS IN 1987-1990? FROM 1989-1990?

These data are presented by school, by grade, by subtest, and by year in Attachment 2-7. The number and percent of increasing/decreasing/not changing in mastery is presented in Figure 2-19. From 1987 to 1990, from 100% to 88% of the schools showed increases in TEAMS mastery across grades and test areas. From 1989 to 1990,in a majority of cases (52%) there were decreases in TEAMS mastery.

FIGURE 2-19
CHANGE IN PERCENT MASTERY ON TEAMS, 1987-1989

AREA	# Schools that Increased				# Schools that Decreased				# Schools With No Change			
	1989-90		1987-90		1989-90		1987-90		1989-90		1987-90	
	GR. 3	GR. 5	GR. 3	GR. 5	GR. 3	GR. 5	GR. 3	GR. 5	GR. 3	GR. 5	GR. 3	GR. 5
MATHEMATICS	3 (19%)	5 (32%)	15 (94%)	14 (93%)	11 (69%)	8 (53%)	1 (6%)	1 (7%)	2 (12%)	2 (13%)	0 (0%)	0 (0%)
READING	6 (38%)	9 (60%)	15 (94%)	13 (86%)	10 (62%)	6 (40%)	1 (6%)	1 (7%)	0 (0%)	0 (0%)	0 (0%)	1 (7%)
WRITING	8 (50%)	7 (47%)	16 (100%)	15 (100%)	8 (50%)	6 (40%)	0 (0%)	0 (0%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)
PASSED ALL	6 (38%)	8 (53%)	14 (88%)	14 (93%)	10 (62%)	7 (47%)	2 (12%)	1 (7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

2-19. WHICH PRIORITY SCHOOLS MADE THE MOST TEAMS IMPROVEMENT FROM 1987 TO 1990 BY SUBTEST AND BY GRADE?

Many of the Priority Schools made impressive gains from 1987 to 1990 on their TEAMS mastery for a grade or on a subtest. Examples are Sims increasing mastery in grade 3 writing from 35% to 78% (+43%); Allison increasing mastery in grade 5 passing all tests from 22% to 82% (+60%); Ortega increasing mastery in grade 5 writing from 33% to 83% (+50%); and Blackshear increasing mastery in grade 3 reading from 50% to 89% (+39%).

Figure 2-20 highlights the four schools (by each subtest and for each grade) which showed the largest increases in mastery levels from 1987 to 1990. The greatest improvement was on grade 5 tests, especially in the percentage of students passing all tests taken and in writing.

FIGURE 2-20
PRIORITY SCHOOLS WITH THE LARGEST TEAMS IMPROVEMENT FROM 1987 TO 1990, BY GRADE AND SUBTEST

GRADE 3		1987	1990	GAIN
MATHEMATICS	Sims	47%	71%	+24
	Becker	77%	98%	+21
	Allan	65%	85%	+20
	Blackshear	70%	89%	+19
READING	Blackshear	50%	89%	+39
	Govalle	58%	92%	+34
	Sanchez	73%	98%	+25
	Becker	67%	88%	+21
WRITING	Sims	35%	78%	+43
	Allan	36%	76%	+40
	Blackshear	57%	97%	+40
	Winn	53%	91%	+38
PASSED ALL	Blackshear	43%	82%	+39
	Allan	24%	60%	+36
	Sims	21%	55%	+34
	Becker	49%	82%	+33

GRADE 5		1987	1990	GAIN
MATHEMATICS	Ortega	50%	90%	+40
	Govalle	49%	87%	+38
	Allison	60%	95%	+35
	Sanchez	58%	92%	+34
READING	Allison	52%	88%	+36
	Sanchez	46%	80%	+34
	Pecan Springs	56%	84%	+28
	Brooke	69%	95%	+26
	Sims	53%	79%	+26
WRITING	Allison	30%	88%	+58
	Ortega	33%	83%	+50
	Sanchez	36%	81%	+45
	Allan	43%	85%	+42
PASSED ALL	Allison	22%	82%	+60
	Sanchez	20%	77%	+57
	Ortega	21%	76%	+55
	Brooke	28%	73%	+45

2-20. WHAT SPECIAL PROGRAMS WERE IN PLACE AT THE PRIORITY SCHOOLS?

- Chapter 1 Priority Schools: helped fund the reduction of the pupil-teacher ratio (PTR) at 13 of the 16 schools and full-time prekindergarten in all 16
- State Compensatory Education (SCE): funded the lowering of the PTR at three Priority Schools and provided most of the other special resources for the Priority Schools
- Transitional Bilingual Education (TBE): program for limited-English-Proficient (LEP) students with a Spanish or Vietnamese home language
- English as a Second Language (ESL): program for LEP students not in bilingual education
- Special Education: program for students with handicaps or disabilities who need special assistance beyond that provided through the regular education program
- Teach and Reach--Reading and Mathematics: program designed to improve specific reading and/or mathematics skills of identified Black elementary students
- Chapter 2 Formula: federal funding that was used to fund Project Assist, bought dictionaries for all Priority Schools, and partially funded Rainbow Kits (a series of lessons to be used at home to reinforce and enhance Language Arts skills)
- AIM High: the gifted and talented program implemented in all 16 Priority Schools

2-21. HOW MANY LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS WERE ENROLLED IN THE PRIORITY SCHOOLS DURING THE 1989-90 SCHOOL YEAR?

A total of 1,280 LEP students were enrolled in the Priority Schools during 1989-90. This was 37% of the elementary total.

Limited English Proficient (LEP) Student File

A total of 1,280 LEP students were at the Priority Schools during the official October count for the 1989-90 school year. Figure 2-21 presents the number of students by grade and by language dominance. The concentration of students is at the lower grade levels. There were 2,146 LEP students at the other elementary schools. The end-of-school membership for the Priority Schools was 6,815 or 19.2% of the elementary total (35,584). This indicates their LEP counts are higher than average for AISD.

FIGURE 2-21
NUMBER OF LEP STUDENTS, BY GRADE AND DOMINANCE AT THE PRIORITY SCHOOLS

	DOMINANCE							
	A	AL	B	C	D	E	EL	TOTAL
Grade								
EC	0	0	0	0	0	0	0	0
Pre-K	66	4	28	0	11	0	0	109
K	34	83	32	0	13	4	43	209
1	52	95	41	7	19	6	78	298
2	49	52	40	8	10	10	43	212
3	35	19	61	9	23	11	19	177
4	23	9	46	10	20	13	11	132
5	21	8	25	15	11	12	8	100
6	11	1	5	15	4	5	2	43
Priority Schools Total	291	271	278	64	111	61	204	1,280
Other Elementary Schools Total	733	397	478	122	165	69	182	2,146
Total Elementary	1,024	668	756	186	276	130	386	3,426

A = other than English monolingual
AL= other than English monolingual, but limited in that language
B = other than English dominant
C = bilingual, English and another language
D = English dominant
E = English monolingual
EL= English monolingual, but limited in English

2-22. HOW MANY SPECIAL EDUCATION STUDENTS, BY HANDICAPPING CONDITIONS, WERE SERVED AT EACH OF THE PRIORITY SCHOOLS?

In 1989-90, a total of 854 students received special education services at the Priority Schools. This was 22% of the elementary total.

The number of elementary special education students served at each Priority School is shown in Figure 2-22. The most frequent handicapping conditions were language/learning disabled and speech handicapped.

FIGURE 2-22 SPECIAL EDUCATION COUNTS BY HANDICAPPING CONDITION, 1989-90

SCHOOL	AH	AU	ED	LD	MH	MR	OH	OI	SH	VH	TOTAL
Allan	1	0	0	22	2	1	3	2	64	0	95
Allison	0	0	3	29	0	0	1	2	39	0	74
Becker	0	0	3	30	0	0	0	0	17	0	50
Blackshear	0	0	7	25	0	6	0	5	12	0	55
Brooke	1	0	7	24	0	2	1	1	33	0	69
Campbell	0	0	8	15	0	2	0	1	4	0	30
Govalle	0	0	1	9	1	2	1	0	40	0	54
Metz	0	0	0	17	0	3	0	0	5	0	25
Norman	0	0	4	9	8	8	0	1	5	0	35
Oak Spgs.	0	0	6	13	1	0	0	1	33	0	54
Ortega	0	0	23	15	1	15	1	2	15	0	72
Pecan Spgs.	0	0	5	20	0	0	0	1	12	1	39
Sanchez	0	0	2	56	0	2	0	1	17	0	78
Sims	0	0	4	14	0	3	0	0	13	0	34
Winn	0	0	5	14	0	3	1	1	22	0	46
Zavala	0	0	2	15	0	1	0	1	25	0	44
Priority Schools Total	2	0	80	327	13	48	8	19	356	1	854 (22%)
Other Elementary Schools Total	76	7	426	1,144	81	163	57	76	1,011	30	3,071 (78%)
Elementary Total	78	7	506	1,471	94	211	65	95	1,367	31	3,925

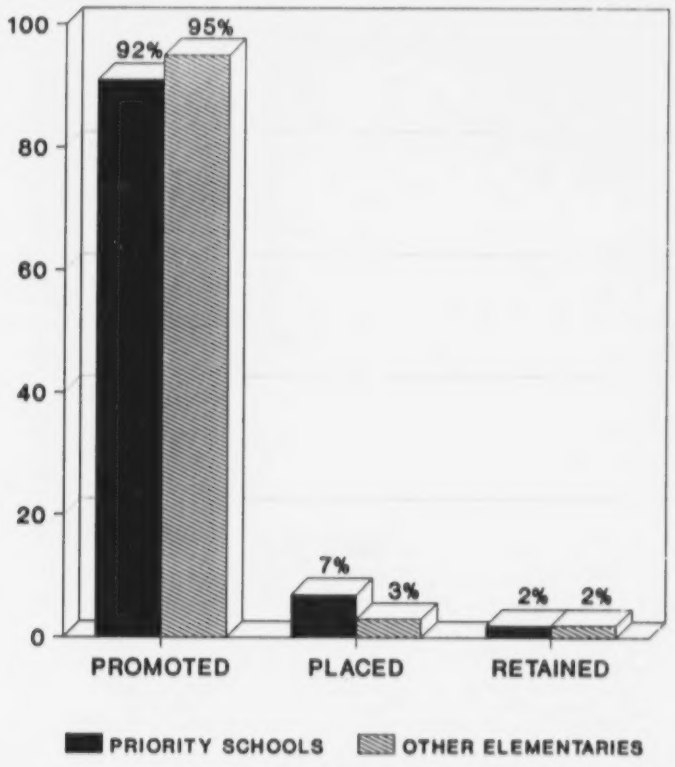
AH - Auditorially Handicapped
AU - Autistic Handicapped
ED - Emotionally Disturbed
LD - Language/Learning Disabled
MH - Multi-Handicapped
MR - Mental Retardation
OH - Orthopedically Handicapped
OI - Other Health Impaired
SH - Speech Handicapped
VH - Visually Handicapped

2-23. WHAT WERE THE PROMOTION/RETENTION/PLACEMENT RATES FOR EACH OF THE PRIORITY SCHOOLS? HOW DID THIS COMPARE WITH THE OTHER AISD ELEMENTARY SCHOOLS?

The percent of recommended promotions, retentions, and placements for each of the Priority Schools as well as comparison percents for other elementary schools are shown in Attachment 2-8. The Priority Schools overall had more recommended placements (7% vs. 3%) than did the other elementary schools, but the same percentage of retentions (2%) as did the other elementary schools. Of the Priority Schools, Sanchez had the lowest percentage promoted (85%) while having the highest percent of placed students (13%). Allison, Campbell, and Winn had the highest retention rates for Priority Schools, with 4% of their grades K-5 students recommended for retention. The Priority Schools' placement and retention rates were similar to the other elementary schools. The highest percent of students placed (10% and 5%) and retained (6% and 5%) were at grade 1. These comparisons are illustrated in Figure 2-23.

89.04

FIGURE 2-23
NUMBER OF RECOMMENDED PROMOTIONS, RETENTIONS, AND PLACEMENTS FOR THE PRIORITY SCHOOLS AND THE OTHER ELEMENTARY SCHOOLS, SUMMER, 1990



2-24. HOW MANY PRIORITY SCHOOL STUDENTS PARTICIPATED IN GIFTED AND TALENTED PROGRAMS IN 1989-90?

Gifted/Talented File

By accessing the District's Gifted/Talented File, the numbers in Figure 2-24 were obtained, as were those for the other AISD elementary schools. 1987-88 and 1988-89 figures are also included for comparison purposes. Twelve percent of the Gifted/Talented students served at the elementary level were served at the Priority Schools. This is an increase from eleven percent served the first two years. Allison identified the most students (72), while Ortega identified the fewest (13).

On the average, Priority School campuses identified 36 gifted/talented students and the other elementaries averaged 93 students. This smaller number of students served at the Priority Schools may be partially a reflection of two factors. First, the Priority Schools are generally smaller than are the other elementary schools. Second, nine of the Priority Schools' principals interviewed in 1987-88, indicated the AISD's AIM High Program was difficult to implement given the program's structure and the Priority Schools' directives to limit regrouping and to use heterogeneous grouping. Another way to examine this is to compare the percent of the served students to the number enrolled. Of the 35,584 elementary students, 6,815 (19.2%) are at Priority Schools. In 1987 442 (10.8%) of gifted students were at Priority Schools. There were 581 (11.5%) gifted students served in 1990 in the Priority Schools.

FIGURE 2-24
PRIORITY SCHOOL AIM HIGH COUNTS

SCHOOL	1987-88		1988-89		1989-90	
Allan	11		39		31	
Allison	34		95		72	
Becker	16		8		38	
Blackshear	38		42		33	
Brooke	3		23		25	
Campbell	8		12		18	
Govalle	42		41		39	
Metz	17		40		48	
Norman	39		37		46	
Oak Springs	15		21		20	
Ortega	10		15		13	
Pecan Springs	71		58		46	
Sanchez	39		59		50	
Sims	34		43		36	
Winn	48		16		42	
Zavala	17		27		24	
TOTALS		Average/Campus		Average/Campus		Average/Campus
Priority Schools	442	28	576	36	581	36
Other Elementaries	3,658	78	4,547	95	4,451	93
Elementary Total	4,100	65	5,123	80	5,032	79

Principal Interview

In the spring 1990 interview, all 16 Priority School principals indicated they had implemented the gifted program following the appropriate identification procedures. More students were identified in mathematics than in language arts. The principals indicated many different ways their schools had implemented various gifted programs. Most frequently the following were mentioned: the Leadership Programs; Real Math; Bat Club; science fairs; using Aim High materials for all students; after-school programs; Science Club; Invention Program; Music Memory Contest; participation in academic contests in writing and other areas; and enrichment activities. All 16 principals indicated some of their teachers attended workshops on ways to implement gifted programs.

In 1987-88 the majority of the principals indicated they had not implemented the program at their campus. During 1989-90, the procedures were followed at all 16 schools.

Gifted Coordinator Interview

In June, 1990, the Coordinator of Gifted Education was interviewed about the Priority Schools. She indicated that all campuses followed the proper identification procedures; some teachers for each campus attended in-services on the gifted program. There were varying degrees of participation across the schools because of the reported difficulty following guidelines while following the Priority School goal of not regrouping.

2-25. HOW WAS THE GIFTED/TALENTED PROGRAM IMPLEMENTED AT EACH CAMPUS?

All 16 Priority School Principals were interviewed in March and April, 1990. When asked to describe the implementation of the gifted and talented program on their campus, the following responses were among those most frequently reported.

- Schools followed the Aim High identification guideline process (16 or 100%).
- Teachers attended AIM High workshops and received support from the AIM High staff (10 or 63%).
- The Leadership Project was implemented and working well (7 or 44%).
- About one third (5 or 31%) of the schools reported identification of only a few students, however, one fourth (4 or 25%) of the schools reported identification of one or more students at all grade levels.
- Students who almost qualified were served (2 or 13%).

2-26. WHAT HAS BEEN IMPLEMENTED OR IS PLANNED TO INCREASE OR BROADEN STUDENT PARTICIPATION IN THE GIFTED PROGRAM AT EACH CAMPUS?

Listed below are the most frequently cited examples to increase or broaden student participation in the gifted program.

- Field trips, AIM High Showcase, Invent America, Science Fair, and Music Memory (7 or 44%).
- Continuation and expansion of the Leadership Program into more grade levels (5 or 31%).
- Teach AIM High curriculum to all students in classroom with AIM High students (4 or 25%).
- Focus on increasing student achievement for student identification into AIM High program (3 or 19%).

2-27. WHAT WERE THE STUDENT ATTENDANCE RATES FOR THE PRIORITY SCHOOLS?

In Figure 2-25, student attendance figures are presented for 1989-90 for the 16 Priority Schools and AISD as a whole. Comparison figures are given for 1988-89, 1987-88, and 1986-87 (reconfigured into 1987-88 boundaries).

From 1988-89 to 1989-90, the Priority Schools percent attendance rose .4% and the District rose .8%. From 1986-87 to 1989-90, the Priority Schools increased 1% while the District's average increased by .6%.

FIGURE 2-25
PERCENT OF STUDENT ATTENDANCE FOR
1986-87 THROUGH 1989-90, BY SCHOOL

SCHOOL	1986-87	1987-88	1988-89	1989-90
ALLAN	94.6%	95.0%	94.2%	95.1%
ALLISON	95.0%	95.0%	95.3%	95.7%
BECKER	94.3%	94.4%	95.4%	96.5%
BLACKSHEAR	93.5%	94.4%	94.5%	94.7%
BROOKE	94.3%	94.3%	94.6%	96.1%
CAMPBELL	95.4%	95.8%	94.7%	95.4%
GOVALLE	94.4%	94.5%	94.3%	95.6%
METZ	95.7%	96.5%	97.2%	96.9%
NORMAN	95.5%	95.5%	95.5%	95.9%
OAK SPRINGS	93.2%	94.4%	95.2%	94.8%
ORTEGA	94.6%	95.8%	95.9%	96.9%
PECAN SPRINGS	95.2%	95.9%	94.8%	95.3%
SANCHEZ	95.6%	95.6%	95.7%	95.9%
SIMS	95.4%	95.4%	95.2%	94.6%
WINN	94.1%	95.2%	95.3%	95.5%
ZAVALA	93.4%	94.5%	95.4%	95.4%
PRIORITY SCHOOLS	94.6%	95.1%	95.2%	95.6%
ALL AISD ELEMENTARY	95.3%	95.3%	95.1%	95.9%

	NUMBER (PERCENT) OF SCHOOLS		
	UP	SAME	DOWN
FROM 1987 TO 1988	11 (69%)	5 (31%)	0 (0%)
FROM 1988 TO 1989	10 (63%)	1 (6%)	5 (31%)
FROM 1987 TO 1989	10 (63%)	1 (6%)	5 (31%)
FROM 1989 TO 1990	12 (75%)	1 (6%)	3 (19%)
FROM 1987 TO 1990	15 (94%)	1 (6%)	0 (0%)

The attendance rates in 12 of the Priority Schools increased from 1988-89 to 1989-90, while three schools had slight decreases in attendance. The attendance rates in six of the Priority Schools were at or above the 1989-90 District elementary average of 95.9%.

2-28. HOW DO PRIORITY SCHOOLS STUDENT ATTENDANCE RATES FOR 1989-90 COMPARE WITH THE ATTENDANCE RATES FOR THESE SAME STUDENTS IN 1988-89?

Attendance File

In order to determine if Priority Schools student attendance rates had changed from 1988-89 to 1989-90, the attendance rates for students who were in Priority Schools for both 1988-89 and 1989-90 were examined by campus. In 13 of the 16 schools, students' rates of attendance increased; in one school there was no change; in two there were very slight decreases of 0.1% each.

2-29. WHAT DISCIPLINE INCIDENCES WERE PROCESSED AT THE PRIORITY SCHOOLS?

In Figure 2-26, the processed discipline incidents by school and by type are presented for 1987-88 through 1989-90. Of the reported incidents, 20% were from the Priority Schools. This is a slight decrease from 1988-89, when 22% of the reported incidents were in Priority Schools, and a larger decrease from 1987-88, when 35% were in Priority Schools. The number of suspensions was down by 80% (25 to 5) at the Priority Schools, but the removals to an alternative education program (AEP) increased from 0 in 1987-88 and 1988-89 to 4 in 1989-90.

FIGURE 2-26
PRIORITY SCHOOL DISCIPLINE INCIDENTS,
1987-88 THROUGH 1989-90

SCHOOL	CORPORAL PUNISHMENT			SUSPENSION			EMERGENCY REMOVAL			REMOVAL TO AEP			TOTALS		
	87-88	88-89	89-90	87-88	88-89	89-90	87-88	88-89	89-90	87-88	88-89	89-90	87-88	88-89	89-90
ALLAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALLISON	3	1	0	0	0	0	0	0	0	0	0	0	3	1	0
BECKER	29	1	0	5	0	0	0	0	0	0	0	0	34	1	0
BLACKSHEAR	18	3	14	0	0	0	0	0	0	0	0	0	18	3	14
BROOKE	5	7	0	0	2	0	0	0	0	0	0	0	5	9	0
CAMPBELL	0	14	1	0	1	0	0	0	0	0	0	0	0	15	1
GOVALLE	0	0	0	0	1	0	0	0	0	0	0	2	0	1	2
METZ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NORMAN	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2
OAK SPRINGS	20	21	15	0	1	2	0	0	1	0	0	0	20	22	18
ORTEGA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PECAN SPRINGS	6	0	0	3	0	0	0	0	0	0	0	1	9	0	1
SANCHEZ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SIMS	4	12	19	0	2	0	0	0	0	0	0	0	4	14	19
WINN	34	5	0	0	0	0	0	0	0	0	0	0	34	5	0
ZAVALA	0	0	0	15	18	2	0	1	0	0	0	1	15	19	3
PRIORITY SCHOOLS	119	64	50	23	25	5	0	1	1	0	0	4	142	90	60
OTHER ELEMENTARY	197	211	160	68	86	59	3	17	4	0	1	10	268	315	233
TOTAL ELEMENTARY	316	275	210	91	111	64	3	18	5	0	1	14	410	405	293

2-30. HOW DID THE PROCESSED DISCIPLINE INCIDENTS COMPARE FOR 1989-90 AND 1988-90 FOR STUDENTS IN THE PRIORITY SCHOOLS BOTH YEARS?

Discipline File

The 1989-90 and 1988-89 Discipline files were accessed to examine discipline incidents for students who were in the Priority Schools both years. For 1988-89, 36 of these students had discipline incidents processed. In 1989-90, 42 of the students had discipline incidents processed. Of these students, four had incidents processed in both 1988-89 and in 1989-90.

2-31. HOW DID PRINCIPALS WORK WITH THEIR STAFFS TO EMPHASIZE AND FOCUS ON MAINTAINING THEIR ACHIEVEMENT GAINS IN THE THIRD YEAR?

Principal Interview

When principals were asked how they worked with their staffs to emphasize and focus on maintaining achievement gains in the third year, the following activities were mentioned most often.

- Analyzed and evaluated TEAMS test data and teacher-made tests (9 or 56%).
- Implemented staff development to increase student achievement on TEAMS, ITBS, and TAAS (8 or 50%).
- Focused on Effective School Standard Report (7 or 44%).
- Held classroom walkthroughs (3 or 19%).
- Attended TESA training (3 or 19%).
- Increased parental involvement (3 or 19%).

Teacher Survey

In the spring 1990 employee survey, Priority School teachers were asked if they were confident that their students would show continued improvement in their achievement. Three quarters (75.6%) of the teachers responding agreed with this item, while only 5.3% disagreed.

2-32. HOW WERE NEW TEACHERS TRAINED/ORIENTED?

Principal Interview

Principals were also asked how new teachers were trained and oriented. At the majority of the schools (11 or 69%) teachers new to the school received new teacher orientation. At half of the schools (8 or 50%) new teachers were assigned a buddy, who was an experienced teacher. Seven (44%) of the Priority Schools held grade level meetings to train new teachers. Other methods of training new teachers are listed below.

- Attended TESA training (6 or 38%).

- Held staff development on Effective Schools correlates (4 or 25%).
- Implemented schoolwide staff development (4 or 25%).
- Conducted faculty meetings (3 or 19%).
- Held meetings throughout the year on special issues (3 or 19%).

2-33. WHAT PERCENT OF THE DAY DID TEACHERS USE WHOLE CLASS INSTRUCTION? HETEROGENEOUS GROUPING? DIRECT TEACHING?

The Plan for Educational Excellence encouraged the use of whole class instruction, heterogeneous grouping, and direct teaching. Did these occur?

Teacher Survey

During the spring, 1990, employee survey, Priority School teachers were surveyed concerning what percent of the school day they used whole class instruction, heterogeneous grouping, and direct teach. Their responses are summarized in Figure 2-27. In general, the majority of teachers reported using whole class instruction, heterogeneous grouping, and direct teaching for most (81-100%) of the day.

FIGURE 2-27
SUMMARY OF INSTRUCTIONAL DAY ORGANIZATION

METHOD	PERCENT OF SCHOOL DAY				
	91-100%	81-90%	71-80%	61-70%	60% OR LESS
WHOLE CLASS INSTRUCTION (n = 262)	36.6% 96	26.7% 70	14.1% 37	7.6% 20	14.9% 39
HETEROGENEOUS GROUPING (n = 270)	55.6% 150	15.9% 43	10.7% 29	3.7% 10	14.1% 38
DIRECT TEACH (n = 281)	42.0% 118	31.3% 88	14.9% 42	7.5% 21	4.3% 12

2-34. HOW OFTEN DID REGROUPING OCCUR?

A Plan for Educational Excellence specified that regrouping of students should be kept to a minimum, in order to encourage whole class instruction and heterogeneous grouping. When teachers were interviewed during the 1987-88 school year, they rarely reported regrouping in any of the subject areas (6% or less of the teachers regrouped in each of the subject areas). However, when surveyed during the 1988-89 school year, most (87.1 %) of the teachers reported regrouping at least once a day. In 1989-90, most (83.4%) of the teachers reported regrouping once (31.2% of those regrouping), twice (29.3%), or three or more times (22.9%) during the instructional day. It is unclear if this dramatic increase in the use of regrouping is because of a

decrease in the use of whole class instruction and heterogeneous grouping since the 1987-88 school year, or in a difference in the way people respond to direct interview questions versus anonymous surveys.

2-35. HOW WAS THE LANGUAGE ARTS MASTERY PROGRAM (LAMP) IMPLEMENTED?

Teacher Survey

According to spring, 1990, teacher survey results, about a third (36.1%) of the teachers in the schools implementing the LAMP (the 16 Priority Schools, Andrews, Blanton, Dawson, Galindo, Harris, Maplewood, and Widen) were using the LAMP model for reading/language arts instruction, with some modification (down from 47% in 1989). A third of the teachers, were using the LAMP model most (17.1%) or all (19.0%) of the time, but over a fourth (27.8%) did not use it at all.

When asked if the staff development they received had been adequate to implement the LAMP, less than half (41.8%) of the teachers agreed, about a third (33.2%) were neutral, and a quarter (25.1%) of those responding did not believe the staff development was adequate.

Teachers surveyed were also asked which of the four components of the LAMP had been the most challenging to implement. Results to this item are shown below.

- Teaching on each student's instructional level (30.4%)
- Teaching on-grade level reading/language arts (29.7%)
- Teaching tutorials on individualized instruction (26.4%)
- Teaching on-grade level oral basal reading (13.5%)

When asked if the videos showing teaching sequences were a helpful tool, 41% of the teachers agreed, while 10.1% disagreed. However, almost half (48.9%) of the teachers were neutral about the helpfulness of the videos.

2-36. IS THERE EVIDENCE OF PROGRAM EFFECTIVENESS?

Teacher Survey

When asked how effective instruction using LAMP was, compared to instruction in previous years, over half (56.9%) of the teachers responding said it was more effective, while a third (35%) said it was about the same. Only 8.1% said it was less effective.

Teachers surveyed were also asked how LAMP could be more effective. Of the 164 teachers responding, a third (35.4%) said that the program should be continued as is. The percentage of responses by teachers suggesting improvements are listed below.

- See videotapes of teachers modeling the process (23.4%)
- Visit other schools with LAMP (18.3%)
- Modify program structure (17.7%)
- Provide more materials (14.9%)
- Provide more training (13.1%)
- Revise materials (12.6%)

2-37. HOW WAS ON-GRADE LEVEL INSTRUCTION IMPLEMENTED AT EACH SCHOOL?

During the 1987-88 school year, 12 of the 16 Priority Schools tried on-grade level instruction in some form. In two schools it was utilized in only a class or two, but the other ten schools adopted it at one or more grade levels. During the 1988-89 school year, most (81.7%) of the Priority School teachers surveyed reported using on-grade level instruction. During 1989-1990, most (81.8%) of these teachers said they had used this approach in four subject areas: reading/language arts, science, social studies, and mathematics. The remaining teachers used on-grade level instruction in one or more of the following areas: reading/language arts (19.3%), science (10.4%), social studies (9.9%), or mathematics (12.0%).

The majority (85.9%) of the teachers completing the survey reported using on-grade level instruction daily. The other teachers said they used this approach weekly (4.9%), monthly (1.5%), or only a few times (3.8%). Only ten teachers (3.8%) had never used on-grade level instruction.

2-38. WHAT COMPUTER LABORATORIES WERE IN PLACE AT THESE CAMPUSES?

Principal Interview

Computer laboratories are operational in 4 of the 16 Priority Schools. Prescription Learning, a software program with exercises in reading, language arts, and writing, is used at Becker. Writing to Read (WTR), a software program that encourages creative writing by spelling words as they sound, is used at Norman, Oak Springs, and Sims.

2-39. WHAT WERE THE CRITERIA FOR SERVICE?

The Priority Schools placed no special criteria for participation in the computer-assisted laboratories. (As designed, only kindergarten and first grade students participate in the Writing to Read program). See Figure 2-28 for a listing of CAI schools and the type of laboratories in operation.

Figure 2-28
COMPUTER-ASSISTED INSTRUCTION SCHOOLS, LABORATORY TYPE, GRADE SERVED, MINUTES SERVED AND DAYS SERVED

Campus	Lab Type	Grade Served	Minutes Served	Days Served Per Week
Becker	Prescription Learning	Pre-K - 1	30	1
		2	30	2
		3 - 5	45	2
Norman	WTR	K & 1	50 - 60	5*
Oak Springs	WTR	K	45	1
		1	45	5
Sims	WTR	K	35	5
		1	45	5

* for one semester

3 FULL-DAY PREKINDERGARTEN

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3 Full-Day Prekindergarten

Full-day pre-K provides additional instructional time for educationally disadvantaged four-year-olds who are either Limited English Proficiency or low income. The focus is increasing language, concept, personal, and social development.

The prekindergarten program served 2,228 students (907 half-day students and 1,321 full-day students) during 1989-90. Both full- and half-day students made higher than average gains on the Peabody Picture Vocabulary Test-Revised. The half-day LEP students averaged statistically significantly larger gains than did the full-day LEP students. Students in full-day classes for low-income students averaged statistically significantly larger gains than did half-day low-income students.

This section focuses on the AISD Prekindergarten Program as a whole.

3-1. WHAT WAS THE 1989-90 PREKINDERGARTEN PROGRAM?

The District implemented the State-mandated half-day Prekindergarten Program for all students who were LEP or low income. At the 16 Priority Schools and the 8 Chapter 1 Supplementary campuses, Chapter 1 funded the second half of the day, creating a full-day program. At Travis Heights and Blanton, a full-day program was funded out of Chapter 2 Formula funds. At 17 other elementaries, the State-required half-day program was implemented.

In Figure 3-1, some comparison figures are given for the Prekindergarten Program from 1986-87 to 1989-90.

FIGURE 3-1
COMPARISONS OF 1986-87, 1987-88, 1988-89 AND 1989-90
AISD PREKINDERGARTEN PROGRAM

VARIABLE	1986-87	1987-88	1988-89	1989-90
Number of Full-Day Classes	0	76	83	89
Number of Half-Day Classes	84	36	44	60
Number of Teachers	42	94	105	111
Number of Students Served Because of Low Income	1,081	1,352	1,541	1,692
Number of Students Served Because of LEP	435	553	597	536
Number of Half-Day Students	1,516	603	757	907
Number of Full-Day Students	0	1,302	1,381	1,321
Number of Students--Total (Cumulative Across Year)	1,516	1,905	2,138	2,228
October Pre-K Membership Counts	1,250	1,613	1,864	1,856

3-2. WHAT ARE THE DEMOGRAPHICS OF THE PREKINDERGARTEN STUDENTS?

Figure 3-2 shows that 52% of the students were female and 48% were male.

As can be noted from Figure 3-3, Hispanics (52%) made up the largest ethnic group served, followed by Blacks (27%), Others (18%), and Asians (3%).

FIGURE 3-2

SEX

1989-90 Prekindergarten

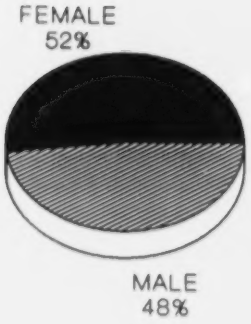
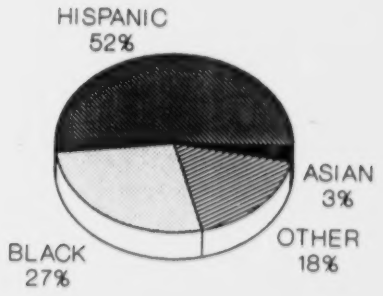


FIGURE 3-3

ETHNICITY

1989-90 Prekindergarten



3-3. HOW MANY PREKINDERGARTEN STUDENTS WERE SERVED AT EACH CAMPUS?

Attendance File

In Figure 3-4 the campuses are listed that had prekindergarten classes and the number of students served at each campus. The number served varied from 97 at Brown to 18 at Blanton.

FIGURE 3-4
NUMBER OF 1989-90 PRE-K STUDENTS SERVED
BY EACH CAMPUS WITH A PRE-K PROGRAM

CAMPUS	# OF STUDENTS	# OF CLASSES	CAMPUS	# OF STUDENTS	# OF CLASSES
Allan	(F) 53	4	Metz	(F) 60	4
Allison	(F) 61	4	Norman	(F) 35	2
Andrews	(F) 73	4	Oak Springs	(F) 40	3
Barrington	(H)* 46	2	Odom	(H)* 41	2
Becker	(F) 32	3	Ortega	(F) 33	3
Blackshear	(F) 47	3	Palm	(H)* 50	4
Blanton	(F) 32	2	Pecan Springs	(F) 56	4
Brooke	(F) 25	2	Pillow	(H)* 66	4
Brown	(F) 82	5	Pleasant Hill	(H)* 55	4
Campbell	(F) 39	3	Reilly	(H)* 59	4
Casis	(H)* 31	2	Ridgetop	(F) 30	2
Cook	(H)* 36	2	St. Elmo	(H)* 46	4
Dawson	(F) 37	2	Sanchez	(F) 43	3
Galindo	(H)* 61	4	Sims	(F) 28	2
Govalle	(F) 62	4	Sunset Valley	(H)* 33	2
Harris	(F) 52	3	Travis Heights	(F) 49	3
Houston	(H)* 70	4	Walnut Creek	(F) 39	2
Joslin	(H)* 62	4	Widen	(H)* 76	4
Langford	(H)* 60	4	Winn	(F) 74	5
Linder	(F) 85	4	Wooldridge	(H)* 44	2
Maplewood	(H)* 68	4	Wooten	(F) 51	3
Mathews	(H)* 44	4	Zavala	(F) 35	2

F = Full-Day H = Half-Day

* Note: Half-day teachers teach two half-day classes.

3-4. DID PREKINDERGARTEN STUDENTS MAKE ACHIEVEMENT GAINS?

Full- and half-day prekindergarten students posted higher gains in vocabulary (from 7.8 to 20.7 standard score points) than is average for four-year-olds across the nation.

PPVT-R

In order to measure whether or not students had made achievement gains, the Peabody Picture Vocabulary Test-Revised (PPVT-R) was given to a sample of students. The sample was a randomly selected subset of each class. The goal was to test at least 50% of the class, and more if time allowed. In all, a total of 1,912 students had valid pre- and posttest scores.

The PPVT-R is an individually administered test that is designed to measure receptive vocabulary. It was chosen for prekindergarten because of its psychometric qualities; children do not have to be able to speak or write--they point to the answer; and it is easy to administer.

Students were pretested in September of 1989 and posttested in April of 1990. The scores reported are standard scores based on nationally established norms for children of varying age levels. The national average is 100. Because the test is age-normed, over a period of time the standard scores of students making average gains are expected to remain constant (students would make the same score on the pre- and posttest).

In Figure 3-5, the average pretest, posttest, and gain scores for students who had valid scores on both administrations are presented. Students were labeled either bilingual or ESL depending upon the program of instruction the teachers indicated. The full- and half-day students (bilingual, ESL, and low income) all averaged higher gains than predicted.

FIGURE 3-5
SUMMARY PPVT-R AVERAGE PRETEST, POSTTEST, AND GAINS, 1988-89

GROUP	No. of Students	Pretest Average	Posttest Average	Gain Average
Full-Day Bilingual	166	40.7	56.7	16.0
Full-Day ESL	5	59.7	78.8	19.1
Full-Day Low Income	570	75.7	88.6	12.9
Half-Day Bilingual	70	39.6	60.3	20.7
Half-Day ESL	47	60.4	78.7	18.3
Half-Day Low Income	334	86.2	94.0	7.8
Average Students Nationally	--	100.0	100.0	0.0

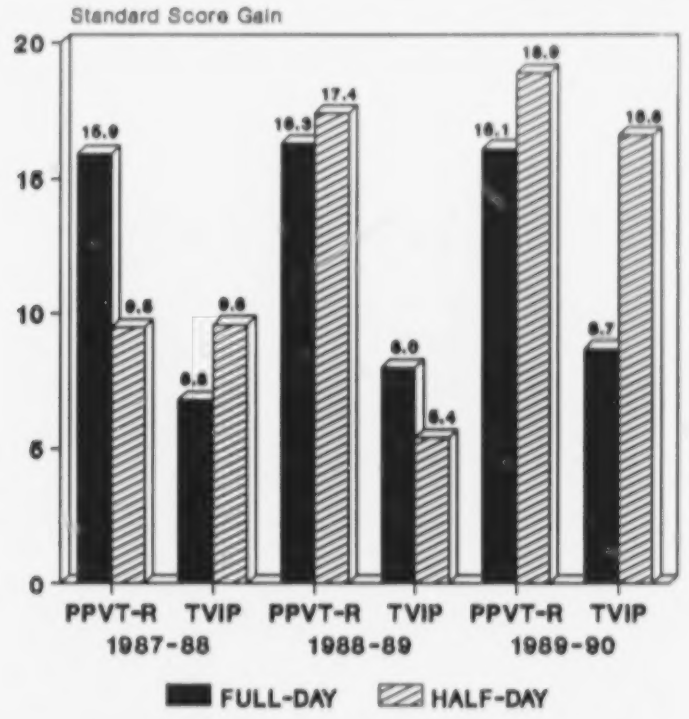
Only students with valid pre- and posttests are included.

3-5. HOW DID STUDENTS WHO WERE SERVED IN A SPANISH BILINGUAL PROGRAM PERFORM IN ENGLISH AND IN SPANISH?

PPVT-R and TVIP

The Test de Vocabulario en Imagenes Peabody (TVIP) was given, along with the English PPVT-R, to a sample of Hispanic LEP A and B (students who are monolingual in a language other than English) students who were receiving a bilingual instructional program. They were pre- and posttested on both tests. The TVIP has the same structure and standard score system as does the PPVT-R. The results are presented graphically in Figure 3-6, along with the results from 1987-88, for comparison purposes. For both full- and half-day students gains were shown in both English and Spanish. There were stronger gains made in the half-day classes. The full-day students continued for the third year to show stronger gains in English than in Spanish. Half-day students made higher gains in English and Spanish than did the full-day students.

FIGURE 3-6
STANDARD SCORE GAINS FOR STUDENTS TESTED ON THE PPVT-R AND TVIP, 1987-88 THROUGH 1989-90



Note:	1987-88	1988-89	1989-90
Full-Day	n=105	n=138	n=146
Half-Day	n=30	n=49	n=66

3-6. HOW DO THE GAINS MADE THIS YEAR COMPARE WITH THE GAINS MADE IN PREVIOUS YEARS?

PPVT-R

The average pretest, posttest, and gains scores for the various groups of prekindergarten students from 1985-86 through 1988-89 are presented in Figure 3-7. For purposes of comparisons with previous years' data, 1988-89 students are grouped under LEP if they were served in either a bilingual or an ESL program.

FIGURE 3-7
SUMMARY PPVT-R AVERAGE PRETEST, POSTTEST, AND GAINS,1985-86 THROUGH 1989-90

	No. of Students	Pretest Average	Posttest Average	Gain Average
LEP 1985-86 (Full-day)	28	70.0	85.5	15.5
LEP 1986-87 (Half-day)	94	67.7	78.8	11.4
LEP 1987-88 (Full-day)	185	56.3	67.5	16.8
LEP 1987-88 (Half-day)	61	50.0	66.8	11.2
LEP 1988-89 (Full-day)	196	48.3	63.5	15.2
LEP 1988-89 (Half-day)	79	46.4	64.9	18.5
LEP 1989-90 (Full-day)	171	41.3	57.3	16.0
LEP 1989-90 (Half-day)	117	48.0	67.7	19.7
Low-Income 1985-86 (Full-day)	183	73.2	89.0	15.8
Low-Income 1986-87 (Half-day)	334	79.7	90.6	10.9
Low-Income 1987-88 (Full-day)	405	77.4	90.5	13.1
Low-Income 1987-88 (Half-day)	205	80.4	90.0	9.6
Low-Income 1988-89 (Full-day)	522	77.7	89.0	11.3
Low-Income 1988-89 (Half-day)	252	80.4	93.4	9.4
Low-Income 1989-90 (Full-day)	570	75.7	88.6	12.9
Low-Income 1989-90 (Half-day)	334	86.2	94.0	7.8

Only Students with valid pre- and posttests are included.

The half-day LEP students made greater gains than did the full-day LEP students. As with previous years, the full-day low-income students had a higher average gain than did the half-day students.

3-7. ARE THE DIFFERENCES IN THE PPVT-R GAINS BETWEEN THE FULL-DAY STUDENTS AND THE HALF-DAY STUDENTS STATISTICALLY SIGNIFICANT?

PPVT-R

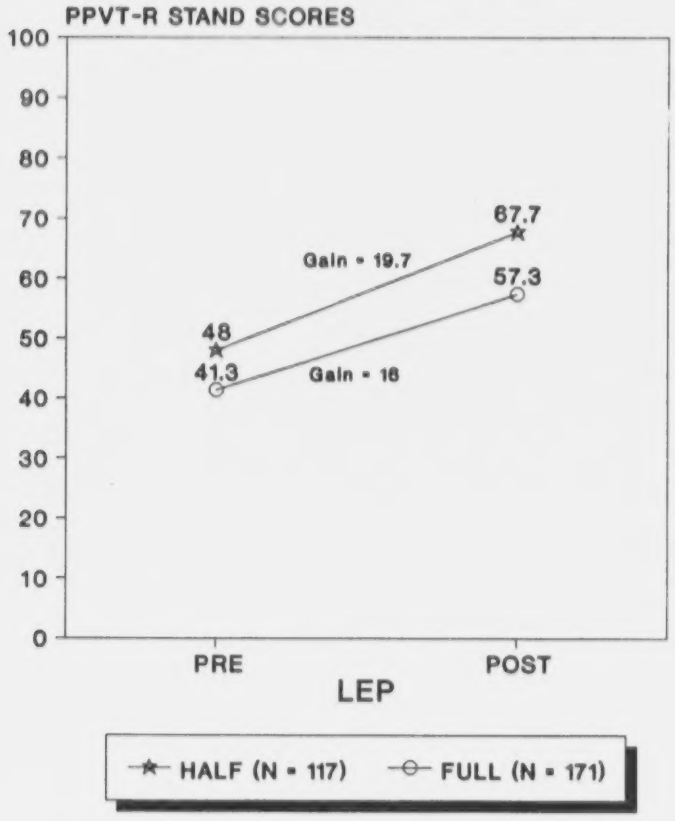
A series of regression analyses was performed separately for LEP and low-income students to answer this question.

LEP Students

Half-day LEP students made statistically significant greater gains than did the full-day LEP students.

In Figure 3-8 are illustrated the differences in the pretest, posttest, and gain for full- and half-day LEP students. The regression analyses revealed that half-day LEP students gained more than did the full-day LEP students. The difference was statistically different.

FIGURE 3-8
PREKINDERGARTEN PPVT-R FULL-DAY AND HALF-DAY LEP STUDENTS, 1989-90

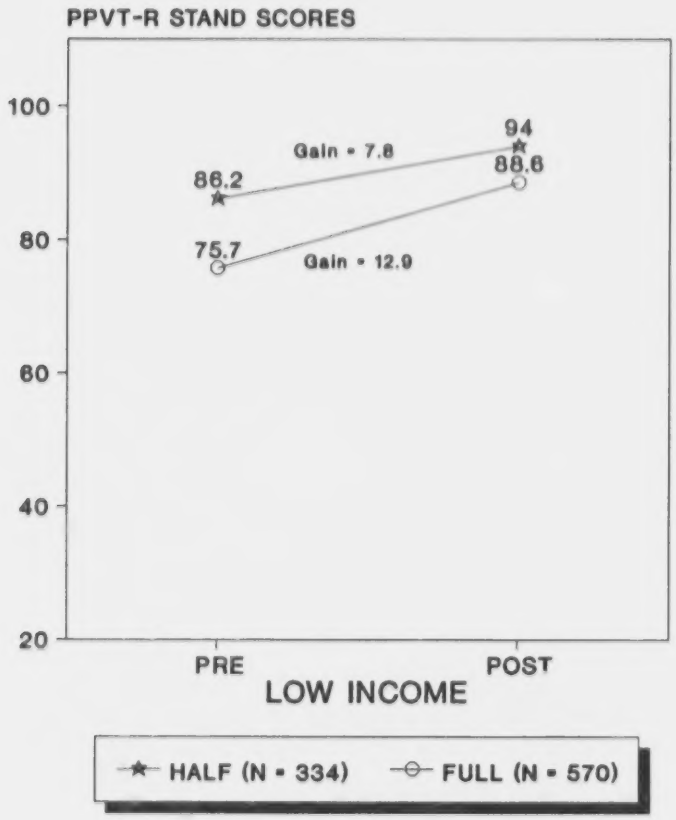


Low-Income Students

Full-day low-income students made statistically significantly higher gains than did the half-day low-income students.

The difference in pretest, posttest, and gain are illustrated for both full- and half-day pre-K students. Statistical analyses revealed that the full-day low-income students made statistically significantly greater gains than did the half-day low-income students.

FIGURE 3-9
PPVT-R, FULL-DAY AND HALF-DAY
LOW-INCOME STUDENTS, 1989-90



The findings are interesting to compare with previous years. Last year there were no statistically significantly greater differences between gains for full- and half-day LEP students and for full- and half-day low-income students on previous years, there were statistically significantly greater gains by both LEP and low-income full-day students over the half-day students. The pretest scores are lower for both the LEP and low-income full-day students which may indicate a greater level of need for the pre-K program for full-day students in general. This would fit since the full-day classes are in schools with higher concentrations of low-income families.

3-8. WHAT WAS THE AVERAGE NUMBER OF DAYS OF INSTRUCTION RECEIVED BY PREKINDERGARTEN STUDENTS?

Attendance File

The AISD Attendance File was accessed to determine the prekindergarten students' average number of days enrolled, attended, or absent. The data were computed separately for full- and half-day students. In Figure 3-10, this information is presented along with an attendance rate. The data from 1987-88 and 1988-89 are included for comparison purposes. The attendance rates for half-day in both years are lower than for full-day students. Considering the average AISD elementary percent of attendance for 1989-90 was 95.9%, both full-day and half-day prekindergarten students attendance was below this figure.

FIGURE 3-10
AVERAGE ATTENDANCE FOR PREKINDERGARTEN STUDENTS
1987-88, 1988-89, 1989-90

YEAR	FULL-DAY HALF-DAY	DAYS ENROLLED	DAYS ABSENT	DAYS PRESENT	ATTENDANCE RATES
1987-88	Full-Day	151.0	12.6	138.4	91.7%
1987-88	Half-Day	139.8	13.9	126.0	90.1%
1988-89	Full-Day	151.9	12.5	139.4	91.8%
1988-89	Half-Day	139.5	14.3	125.2	89.7%
1989-90	Full-Day	152.2	11.9	140.3	92.2%
1989-90	Half-Day	141.2	12.9	128.2	90.8%

3-9. WHAT WERE THE STRENGTHS AND THE AREAS IN NEED OF IMPROVEMENT IN THE IMPLEMENTATION OF THE PREKINDERGARTEN PROGRAM?

Prekindergarten Coordinator Interview

In the spring of 1990, the Prekindergarten Instructional Coordinator was interviewed about the implementation of the AISD Prekindergarten Program. The Coordinator indicated that the quality of instruction is high (in most cases) and the program is meeting its mission.

The areas in need of improvement included the following.

- There is a need for more parent involvement and training.
- There is a lack of available bilingually certified applicants for the pre-K teaching positions.

Teacher Survey

In the spring, 1990, teacher survey, the prekindergarten teachers were asked several questions about the Prekindergarten Program. Their responses are indicated below.

- The vast majority (94.2%) was satisfied with the central office instructional support they received.
- Over three fourths of the teachers (81.4%) were satisfied with the instructional support they received from their local campus.
- About three fourths of the teachers (77.5%) were satisfied with the monthly prekindergarten staff development sessions.
- When asked if a full-day prekindergarten program is more effective than a half-day program, 85.3% of the teachers agreed, while only 3.0% disagreed. The remaining teachers (11.8%) were neutral.

Principal Interview

In the spring interview, the principals were asked what were the strengths and areas in need of improvement in the implementation of the pre-K component. The strengths mentioned most often are listed below.

- Full-day offers more consistency for students and more time for learning (8 or 50%).
- Program promotes development of language and socialization skills (7 or 44%).

- Program is good and should be continued as it is (7 or 44%).
- Kindergarten teachers have observed that students are more prepared if they attended pre-K (5 or 31%).
- Children learn to like school at an early age (3 or 19%).
- Program has good group of teachers that work well together (2 or 13%).
- Full-day gives low-income students a better chance to reach their potential (2 or 13%).

Areas in need of improvement were cited by four principals. The needs were: more field trips (2 or 13%); increased parental involvement (2 or 13%); improved pre-K attendance (1 or 6%); and better coordination between pre-K teachers, central administration, and the principal (1 or 6%).

3-10. WHAT WERE THE CERTIFICATION AND EXPERIENCE LEVELS OF THE PREKINDERGARTEN TEACHERS?

AISD Employee Characteristics File (Employee Master Record)

The District's Employee Master Record File was accessed to determine what teaching certifications (other than elementary) the prekindergarten teachers held. Of the 105 teachers on the file, 82% held a kindergarten certificate, 41% held a bilingual certificate, and 15% held an English-as-a-second-language (ESL) certificate. These numbers reflect some teachers having more than one certificate. The kindergarten certificate is not required for teaching pre-K. AISD has as a goal to hire pre-K teachers with this certificate whenever possible.

3-11. HOW MANY YEARS OF TEACHING EXPERIENCE DID PREKINDERGARTEN TEACHERS HAVE ON THE AVERAGE?

> In 1989-90 prekindergarten teachers in the Priority Schools were more experienced (50% had previous experience) than the prekindergarten teachers were in 1988-89 (only 4% had previous teaching experience).

Employee Master Record

This file was used to answer this question. During 1989-90, only 4% of the prekindergarten teachers in Priority Schools had no previous teaching experience, down from 1988-89, when 50% of the prekindergarten teachers were inexperienced. On the average, across full- and half-day classes, teachers had 7.7 years of experience, up from 6.6 years in 1988-89. This year 55% of the teachers had 5 or more years of teaching experience.

4 REDUCED PUPIL-TEACHER RATIO

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4-1. What Pupil-Teacher Ratio (PTR) was achieved at each grade level at each campus? Did this match the prescribed levels? 54

4-2. What emphases (training, etc.) occurred at the campuses to help teachers make the most instructionally of the of the lowered PTR? 56

4-3. If given the choice, would Priority School principals trade the lower PTR for other resources? 56

4 Reduced Pupil-Teacher Ratio

Smaller classes are provided for all grade levels, pre-K through 6. The average class size is to be 15 to 1 in pre-K through 2, 18 to 1 in grades 3 and 4, and 20 to 1 in grades 5 and 6.

Overall, the average PTR in the Priority Schools was below the prescribed level at each grade level. The PTR was at or below the targeted level in 93% (106 of 114) of the individual grade levels in the Priority Schools. This percentage is up from 1988-89, when 87% (99 of 114) of the grade levels were at or below the prescribed PTR, and slightly higher than 1987-88, when 92% of the grade levels (106 of 115) were at or below the the prescribed PTR.

4-1. WHAT PUPIL-TEACHER RATIO (PTR) WAS ACHIEVED AT EACH GRADE LEVEL AT EACH CAMPUS? DID THIS MATCH THE PRESCRIBED LEVELS?

The single largest expenditure of funds for the Priority Schools went to lower the pupil-teacher ratio at each grade level. The levels prescribed were as follows:

Grade Level	Ratio
Pre-K through 2	15 to 1
3 and 4	18 to 1
5 and 6	20 to 1

Attendance File

One way of checking the actual PTR is to use the end-of-the-year AISD Attendance File. The number of teachers (less special area and Special Education teachers) is divided into the number of regular education students at each grade level. This gives the PTR. Using this information (presented in Figure 4-2), in only 8 of 114 (7%) possible comparisons (the total of the number of schools per grade level) did a grade level at a school have a PTR **higher** than the targeted level. The PTR was **at** the targeted level in 1 (1%) of the possible comparisons, and **lower** than the targeted level 92% of the time (105 of the 114 comparisons).

FIGURE 4-1

PUPIL-TEACHER RATIO: GRADE LEVELS AT PRESCRIBED LEVEL

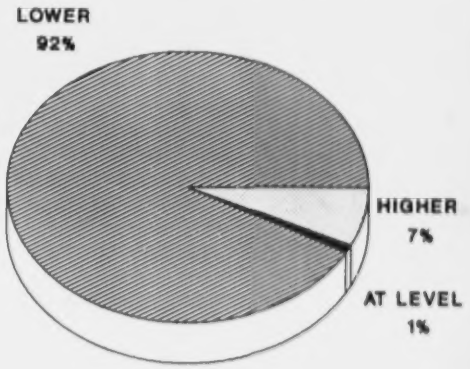

FIGURE 4-2
PUPIL-TEACHER RATIO DATA FOR THE PRIORITY SCHOOLS AS CALCULATED FROM THE ATTENDANCE FILE, MAY, 1990

	GRADE								
SCHOOL	PRE-K	K	1	2	3	4	5	6	AVERAGE
Allan	12.5	8.0	13.2	15.3	13.8	14.8	19.3	-	12.0
Allison	14.8	10.7	16.0	17.6	16.8	19.3	20.3	-	16.1
Becker	9.7	12.0	13.3	13.6	16.3	18.3	19.5	-	14.2
Blackshear	14.7	14.0	12.4	11.0	9.7	12.0	15.0	18.0	12.8
Brooke	12.0	11.0	14.8	11.4	16.3	14.3	17.0	-	13.5
Campbell	12.0	12.3	13.5	12.5	15.5	10.0	18.5	15.5	13.3
Govalle	14.0	12.1	13.1	15.7	13.6	13.0	18.5	-	13.4
Metz	14.3	12.5	12.6	14.0	14.8	15.0	18.0	13.0	13.9
Norman	14.5	10.0	8.2	8.6	9.0	8.3	7.2	-	8.8
Oak Springs	9.8	10.5	10.0	10.0	11.8	12.3	11.5	-	10.5
Ortega	10.7	8.4	7.8	5.1	7.4	9.4	10.3	-	7.9
Pecan Springs	12.8	13.5	12.0	14.4	13.6	15.3	16.0	-	13.8
Sanchez	10.8	12.3	10.7	11.3	12.8	17.8	15.8	18.3	13.2
Sims	13.0	12.8	11.0	13.8	11.8	17.7	14.7	-	13.3
Winn	13.6	13.4	13.3	15.9	17.7	-	-	-	14.7
Zavala	15.0	11.2	14.8	14.8	15.5	14.3	19.3	-	14.6
Average across schools:									
1987-88	14	13	13	13	14	15	16	18	-
1988-89	13.6	13.6	12.2	12.4	14.8	15.4	16.2	19.3	-
1989-90	12.8	11.5	12.3	12.8	13.5	14.1	16.1	16.2	-
Prescribed Level*	15	15	15	15	18	18	20	20	-
# At Prescribed Level:									
1987-88	6	2	3	2	0	2	0	1	-
1988-89	0	0	0	0	0	1	2	0	-
1989-90	1	0	0	0	0	0	0	0	-
# Lower than Prescribed Level:									
1987-88	9	12	13	12	16	12	13	3	-
1988-89	12	11	16	14	16	11	13	3	-
1989-90	15	16	15	12	16	13	14	4	-
# Higher than Prescribed Level:									
1987-88	1	2	0	2	0	1	2	1	-
1988-89	4	5	0	2	0	3	0	1	-
1989-90	0	0	1	4	0	2	1	0	-

* The prescribed levels are not caps for individual grades, but averages for each school across the following grade spans: Pre-K through 2, 3 and 4, and 5 and 6.

4-2. WHAT EMPHASES OCCURRED AT THE CAMPUSES TO HELP TEACHERS MAKE THE MOST INSTRUCTIONALLY OF THE LOWERED PTR?

Principal Interview

Principals were asked what training sessions, activities, or materials were presented specifically to aid teachers in making the most of the lowered pupil-teacher ratio. The most frequently mentioned staff development topics are listed below.

- Cooperative learning (mentioned by 4 or 25% of the principals).
- Direct teach (4 or 25%).
- LAMP (3 or 19%).
- Heterogeneous grouping (2 or 13%).
- Whole-class instruction (2 or 13%).

The following activities or materials were also mentioned by the Priority School principals.

- Use of materials by Madalyn Cooke, Lu McCann, and Madeline Hunter (3 or 19%).
- Attendance at a Region XIII workshop on the topic by teachers from one school (1 or 6%).
- Cross grade level planning (1 or 6%).
- Observations of the most successful teachers (1 or 6%).
- Review of Effective Schools correlates (1 or 6%).
- Role playing and modeling of good instructional practices for teachers (1 or 6%).
- Sharing of effective strategies (1 or 6%).
- Walkthroughs by principals (1 or 6%).

At two of the schools there were no training sessions, activities, or materials presented specifically to help teachers with the lowered PTR, although the topic was blended into other staff development sessions held at one of these campuses. Principals at two other campuses said they worked with individual teachers needing help with this topic.

4-3. IF GIVEN THE OPTION, WOULD PRIORITY SCHOOL PRINCIPALS TRADE THE LOWER PTR FOR OTHER RESOURCES?

Principal Interview

The majority (13 or 81%) of the Priority School principals would trade the lower PTR (or some portion of it) for other resources. The most frequently mentioned alternate uses are listed below.

- Establish and/or improve a computer lab (7 or 44%).
- Establish a Content Mastery lab (3 or 19%).
- Allow students to go on more field trips (3 or 19%).
- Add to instructional funds (2 or 13%).
- Add to personnel funds for teacher stipends or to increase the number of aides (2 or 13%).

5 ADDITIONAL PERSONNEL AND SUPPORT STAFF

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5-2. How were the 1989-90 innovative funds used? 58

5 Additional Personnel and Support Services

Schools will receive full-time support (i.e., helping teachers, librarians, counselors, Parent Training Specialists, etc.) and an innovative money fund.

A total of $138,378 was allocated to the Priority Schools for 1989-90. The schools used their own discretion to spend the funds. Some of the most common purchases were student and teacher incentives, various instructional materials, equipment, staff development and field trips.

5-1. IF ANY INNOVATIVE FUNDS WERE CARRIED OVER TO THE 1989-90 SCHOOL YEAR, FOR WHAT WERE THE FUNDS USED?

According to the Director of the Department of Budget, no innovative funds were carried over from the 1988-89 school year.

5-2. HOW WERE THE 1989-90 INNOVATIVE FUNDS USED?

A total of $138,378 was allocated to the Priority Schools as innovative funds in addition to their regular allocation for supplies, down from $175,832 in 1988-89 and $270,775 in 1987-88. The amounts allocated to each school ranged from $5,243 to $11,694, and were based on student enrollment. This money was provided to allow schools to try some new approaches they believed would be effective in improving student performance. The expectation was that funds available to these schools from parents and the community would be more limited than in other AISD schools. Schools were given wide discretion in using these funds. The only requirements were that principals allocate the money into budget categories in the fall and provide justification for their expenditures to the Department of Elementary Education.

Principal Interview

Principals were asked how they spent their innovative funds. Examples of the types of expenditures made with innovative funds are listed in Figure 5-1.

FIGURE 5-1
SAMPLES OF INNOVATIVE FUND EXPENDITURES

INSTRUCTIONAL MATERIALS:

- Unspecified instructional materials (reported by 9 or 56% of the principals)
- Library materials (6 or 38%)
- Maps and globes (3 or 19%)
- Math manipulatives (2 or 13%)
- Music supplies (2 or 13%)
- P.E. supplies (2 or 13%)
- Additional reading basals (1 or 6%)
- Additional workbooks (1 or 6%)
- Art supplies and materials (1 or 6%)
- Dictionaries (1 or 6%)
- Encyclopedias (1 or 6%)
- Microscopes (1 or 6%)
- Texas materials for social studies unit (1 or 6%)
- Writing to Read consumables (1 or 6%)

FURNITURE/EQUIPMENT:

- Audio/visual equipment (7 or 44%)
- Computer equipment (4 or 25%)
- Office furniture (4 or 25%)
- Letter cutter (2 or 13%)
- Copier (1 or 6%)
- Unspecified equipment (1 or 6%)

INCENTIVES:

- Student incentives (12 or 75%)
- Teacher incentives (3 or 19%)

STAFF DEVELOPMENT/STIPENDS:

- Registration fees/expenses for workshops and in-services (7 or 44%)
- Consultant fee for presenter of staff development (1 or 6%)
- Out-of-district travel expenses (1 or 6%)
- Unspecified teacher stipend (1 or 6%)

MISCELLANEOUS:

- Field trips (9 or 56%)
- Additional money for special area teachers (1 or 6%)
- Expenses from Adopt-A-School meeting for mentors and volunteers (1 or 6%)
- Refreshments for parents (1 or 6%)
- Setting up the Oak Springs at Rice campus (1 or 6%)

6 MULTICULTURAL EDUCATION

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6-2. What activities were held to recognize other cultural heritages? 63

6-3. What multicultural activities took place across schools? 64

6 Multicultural Education

On-going activities honor and recognize the cultural heritage of students and the contributions made by minority groups. The curriculum will be reviewed to ensure inclusion of multicultural perspectives in the curriculum and instruction at the schools.

All 16 schools reported activities to celebrate Black and Hispanic heritages. Other cultures were recognized in varied ways across the schools.

A Plan for Educational Excellence stresses that effective schools in a pluralistic society require multicultural education that is both an integral part of the total curriculum and instruction and a component of parental-community involvement. Multicultural education, as described in the Plan, is multifaceted--recognizing historical events and the contributions of members of students' own ethnic backgrounds, dispelling misconceptions about other cultural groups, exposing students to other cultures, fostering intercultural partnerships (e.g., partnerships between majority/minority schools and their PTA's), and affirming the value of cultural diversity. Thus, one facet strives to instill pride in the heritage of those attending the school, while the other recognizes the contributions of other ethnic and cultural groups.

The overall goal is to develop a total educational environment that develops competencies in multiple cultures and provides all students with an equal educational opportunity. The Plan suggests some specific types of activities, but gives schools the discretion to plan activities in keeping with teachers' and students' styles and characteristics.

6-1. HOW MANY ACTIVITIES WERE CONDUCTED AT THE SCHOOLS TO RECOGNIZE AND HONOR THE STUDENTS' OWN CULTURAL HERITAGES AND TO HONOR THE CONTRIBUTIONS OF BLACKS AND HISPANICS TO SOCIETY?

Employee Survey

In the spring, 1990, employee survey, Priority School teachers and administrators were asked several questions dealing with multicultural education on their campuses. Teachers and administrators surveyed were asked how many activities at their schools had recognized the contributions of cultures represented in their student bodies. The number of activities reported varied from 0 to 10 or more. The results to this item are presented in Figure 6-1.

FIGURE 6-1
MULTICULTURAL ACTIVITIES REPRESENTING STUDENTS' CULTURE

GROUP	NUMBER OF ACTIVITIES			
	0	1-4	5-9	10 or more
Teachers (n=277)	4.7	58.8	17.7	18.8
Administrators (n=13)	23.1	46.2	7.7	23.1

Principal Interview

The Priority School principals were asked what activities were held to recognize the cultural heritage of African Americans. The most frequently reported topics are listed below.

- Celebrated Black History Month (reported by 16 or 100%) with special African American speakers and a variety of African American activities.
- Held special assemblies (9 or 56%).
- Held a career day (4 or 25%).
- Displayed African American art work (4 or 25%).
- Listened to African American music (4 or 25%).
- Served soul food in cafeteria or classrooms (3 or 19%).
- Examined contributions by African Americans in literature and social studies (2 or 13%).

The most frequently reported activities to recognize the cultural heritage of Hispanics are listed below.

- Celebrated Hispanic Heritage Month and Cinco de Mayo (14 or 88%).
- Invited local Hispanic judge and doctor as a speaker (8 or 50%).
- Displayed Hispanic art work (6 or 38%).
- Examined contributions by Hispanics in literature and social studies (5 or 31%).

- Held special assemblies (5 or 31%) with one school performing in both Spanish and English.
- Watched Ballet Folklorico (4 or 25%).
- Held a costume or dress-up day (4 or 25%).
- Held Hispanic heritage activities, fiestas and storytelling (3 or 19%).
- Learned Hispanic songs (3 or 19%).
- Held a foodtasting (2 or 13%).
- Held PTA programs honoring Hispanic heritage (2 or 13%).

6-2. WHAT ACTIVITIES WERE HELD TO RECOGNIZE OTHER CULTURAL HERITAGES?

Employee Survey

In the spring, 1990 survey, Priority School teachers and administrators were also asked how many activities were held at their schools or in their classes to recognize the cultural heritages of groups other that Hispanics or Blacks. The number of activities reported varied from 0 to 10 or more. The results to this item are presented in Figure 6-2.

FIGURE 6-2
MULTICULTURAL ACTIVITIES REPRESENTING OTHER CULTURES

GROUP	NUMBER OF ACTIVITIES			
	0	1-4	5-9	10 or more
Teachers (n=280)	26.8	54.9	10.0	8.2
Administrators (n=12)	16.7	50.0	0.0	33.3

Principal Interview

The most frequently reported activities to recognize and honor other cultural heritages are listed below.

- Studied a variety of heritages through social studies units (5 or 31%).
- Celebrated Jewish holidays, Chinese New Year, and International Day (4 or 25%).
- Held a Christmas Around the World Program (3 or 19%).
- Studied China and Japan (2 or 13%).
- Held a Culture Fair (2 or 13%).

6-3. WHAT MULTICULTURAL ACTIVITIES TOOK PLACE ACROSS SCHOOLS?

Employee Survey

Teachers and administrators were also surveyed about the number of joint activities their schools held with other elementary schools. Their responses are shown in Figure 6-3.

FIGURE 6-3
MULTICULTURAL ACTIVITIES WITH OTHER SCHOOLS

GROUP	NUMBER OF ACTIVITIES			
	0	1-4	5-9	10 or more
Teachers (n=280)	51.0	44.7	3.2	1.2
Administrators (n=12)	0.0	91.6	8.3	0.0

Principal Interview

Principals reported some type of activity or exchange program took place at all 16 Priority Schools during the year. Figure 6-4 reports the number of schools involved in this exchange. Contacts with other Priority Schools and other schools were more frequent in 1989-90 than in 1987-88.

Figure 6-4
ACTIVITY OR EXCHANGE WITH OTHER PRIORITY SCHOOLS AND OTHER ELEMENTARIES

Allan	Oak Springs, Mathews, Widen, Patton, Oak Hill, Ortega, O. Henry	Shared staff development, campout, exchanged cultural activities
Allison	Webb, Cedar Creek, Menchaca, Casis, Andrews	Shared field trips, exchanged cultural activities
Becker	Eanes, Patton	Pen pals, exchanged cultural activites, PTA contact
Blackshear	Widen, Brown, Hill, Palm, Anderson High	Shared materials, tutoring resources, field trips, PTA meetings
Brooke	Winn, Mathews, Highland Park	Exchanged cultural activities
Campbell	Pease, Brentwood	Exchange field trips
Govalle	Widen, Martin, Ortega, O. Henry, Patton, Oak Hill, Allan, Oak Springs	Pen pals, exchange visits, exchanged cultural activities
Metz	Hill, Barton Hills, Casis, Brentwood, Mathews, Sanchez, Students in Mexico and other state capitals	Pen pals, exhange visits, 6th grade olympics
Norman	Dobie, Winn	Varied activities
Oak Springs	Allan, Oak Hill, Lamar, Ortega, Patton, O. Henry	Pen pals, exchange programs, parent visit
Ortega	Barton Hills, O. Henry, LBJ, Oak Springs, Boone, Patton, Allan, Oak Hill	Campout, field trips, pen pals, exchange visits
Pecan Springs	Cunningham	Exchanged cultural visits
Sanchez	Barton Hills, Casis, Brentwood, Mathews, Metz	6th grade olympics
Sims	Andrews, Blanton, Gullett	Shared staff development, field trip to other schools
Winn	Hill, Odom, Doss, Brooke, Norman	Exchange visits, exchange cultural activities
Zavala	Bryker Woods, Cunningham, School in Minnesota	Pen pals, exchange visits, shared field trips

7 STRONG PARENTAL-COMMUNITY INVOLVEMENT

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7-3. How many adopters did each campus have? What did adopters provide? Were there changes from 1988-89? 68

7-4. What were the strengths and the areas in need of improvement in the implementation of this component? 69

7-5. What do parents think of their child's school situation? 70

7 Strong Parental-Community Involvement

Activities encourage parents and community members to become involved with the schools and volunteer as role models, tutors, speakers, and resources. Parents receive training and encouragement to participate in their children's education both at school and at home. Communication between the schools, homes, and communitites is fostered and improved.

The number of adopters per school ranged from 3 to 20. The total number of adopters was 164, up from 86 in 1987-88 and and 135 in 1988-89. When asked of their child's school was effective (excellent), 81% of Priority School parents agreed. A wide variety of activities (volunteer programs, coffees, recognitions, resource speakers, PTA meetings, fundraising, and training workshops) were held to involve parents in their school.

7-1. WHAT ACTIVITIES OCCURRED AT EACH CAMPUS TO INVOLVE PARENTS AND COMMUNITY MEMBERS?

Parent Training Specialist Activity Summary

The 16 Parent Training Specialists (PTS) were asked on January 9, 1990, to forward an individual summary of their activities from September, 1989, through January, 1990, to the Assistant Superintendent of the Division of Elementary Education no later than January 31, 1990.

Fifteen of the 16 PTS forwarded summaries to the Assistant Superintendent's office as requested. Review of these summaries showed the following activities were among those mentioned most frequently when describing the parent and community involvement plan on their campus.

- Adopt-A-School activities, parent workshops, and parent volunteer events (each mentioned in 15 or 100% of the PTS summaries).
- Direct/indirect contact with parents and community members through home visits, school newsletter, and the city's newspaper (73%).
- Activities designed to acquaint parents and community members with the schools and the staffs (67%).
- Appreciation events for volunteers which included adopters as well as parents (60%).
- Scouting and after-school sports programs (44%).

- Volunteer civic and political education activities which included the attendance at conventions (in/out of town), at AISD School Board meetings, and at City Council meetings (20%).

The PTS mentioned the following activities/training sessions as being most frequently held during the 1989-90 school year to involve parents.

- Volunteer programs (mentioned by 100% of the PTS in their summaries).
- Fundraisers (73%).
- Coffees or luncheons (67%).
- Workshop on TEAMS (67%).
- Assemblies to honor volunteers (60%).
- Workshops on Rainbow Kits and Parents are Teachers Too (40%).
- Scouting and other after-school programs (20%).

Principal Interviews

When Priority School principals were asked to describe what activities occurred on their campuses to involve parents and community members, the following activities were among those most frequently mentioned.

- Parent workshops provided by the Parent Training Specialists, adopters, and members of the community (reported by 13 or 81% of the principals interviewed).
- Volunteer programs and activities (11 or 69%).
- Activities designed to acquaint parents and community members with the schools, staffs, and the School Board (10 or 63%).
- Parent-Teacher Association meetings and activities (63%).
- Assemblies to honor/recognize student, volunteer, and parent achievements (7 or 44%).
- Adopt-A-School activities (6 or 38%).
- Fundraising activities (6 or 38%).

7-2. WHAT ARE THE MOST INNOVATIVE ACTIVITIES THE SCHOOLS IMPLEMENTED IN THIS AREA?

PTS Summaries

The PTS indicated in their summaries a number of new activities each had tried during the 1989-90 school year. The activities most frequently mentioned were the following:

- Volunteer programs, including cafeteria monitors and study trip chaperons (80%),
- Coffee/luncheon planning sessions (67%),
- Appreciation events honoring parents and adopters (60%),
- Weekly sessions held in addition to regular workshop before holidays (27%),

- Small group inservices/workshops for parents participating in civic or political education activities (20%),
- Recruited parents as resource speakers (13%),
- Mailed out parent survey in the fall (13%), and
- Veterans' Day coffee, Priority School PTA, voter registration of parents during conference, issuance of shoe cards, home visits, or any other direct contact activity (mentioned by 7% of the PTS in their summaries).

7-3. HOW MANY ADOPTERS DID EACH CAMPUS HAVE? WHAT DID ADOPTERS PROVIDE? WERE THERE CHANGES FROM 1988-89?

Adopt-A-School Records

Attachment 7-1 presents the Adopt-A-School data for each of the Priority Schools. This includes the number of adopters, cash and in-kind contributions, number of volunteers, and number of hours volunteered, as reported by the 16 schools. The highlights include:

- The number of adopters per school ranged from 3 to 20. The total number of adopters was 164, up from 86 in 1987-88 and 135 in 1988-89.

- The amount of cash donated to each campus varied from $173 to $6,523 with $2,527 being the average amount. This is up from an average of $1,872 in 1987-88 and $2,221 in 1988-89.

- There was a wide variation in the amount of in-kind contributions, from $1,144 to $27,715 per campus. These in-kind contributions included things such as food, clothing, school supplies, furniture, equipment, magazines, printing, musical instruments, haircuts, dental treatment, hygiene articles, videos, toys, flowers, and tickets to special events. The average in-kind contribution was $6,911, up from $4,105 in 1987-88 and $6,829 in 1988-89.

- The number of volunteers per school ranged from 1 to 419, and the number of volunteer hours per school varied from 35 to 2,550 hours. A total of 2,410 volunteers (up from 839 in 1987-88 and 1,201 in 1988-89) put in 16,622 volunteer hours (up from 9,239 hours in 1987-88 and 9,616 in 1988-89).

7-4. WHAT WERE THE STRENGTHS AND THE AREAS IN NEED OF IMPROVEMENT IN THE IMPLEMENTATION OF THIS COMPONENT?

> The majority of teachers (78.1%), administrators (90%), and other professionals (71.5%) agreed that the Parent Training Specialists were used effectively at their schools.

In the spring, 1990, employee survey, teachers, administrators, and other professionals were asked if the Parent Training Specialist was used effectively at their schools. Most of the teachers (78.1%), administrators (90%), and other professionals (71.5%) agreed that the PTS were being used effectively, with administrators being the most positive group (80% strongly agreed). Only 8.5% of the teachers, 10% of the administrators, and 14.3% of the other professionals disagreed with this item.

Parent Training Specialist Activity Summary

The following strengths were mentioned most often by the PTS in their summaries:

- Increased participation this school year by parent volunteers and adopters (mentioned by 15 or 100% of the PTS),
- Continuation and frequency of direct and indirect contact through home visits, school newsletter, city newspaper, and telephone calls (73%), and
- Formal and informal meetings and planning sessions held during coffee or luncheons with parents, adopters, or parents and adopters (67%).

The PTS reported nine areas in need of improvement during the 1988-89 interview. The following areas were the three mentioned most frequently this year.

- Parents' awareness and use of social service resources (100%),
- Parents' ability to understand students' report cards (20%), and
- Increased parent participation (20%).

Principal Interviews

The 16 principals reported a number of areas in which they believe improvement is needed. Many of these were based on the concept that more parental involvement is needed. Specific ideas are listed below.

- Increase parental involvement and participation (mentioned by 11 or 69% of the principals).

- Provide workshops for parents, for example, on AISD grading policies, reading skills, and what is expected of students at each grade level (5 or 31%).
- Increase PTA attendance and strengthen PTA leadership (4 or 25%).
- Increase involvement in community activities, such as recycling (2 or 13%).
- Start a Neighborhood Watch in an effort to reduce drugs and violence (2 or 13%).
- Clearly define the role of the parent training specialist (1 or 6%).
- Increase communication with parents (1 or 6%).
- Increase number of home visits (1 or 6%).

7-5. WHAT DO PARENTS THINK OF THEIR CHILD'S SCHOOL SITUATION?

Parent Survey

In March, 1990, all parents of AISD elementary school students were sent a survey related to their children's schooling. Attachment 7-2 presents the questions and the parents' responses. Results are separated by Priority School parents and other elementary school parents to give a perspective.

The key points to note about these results include:

- Most of the Priority School parents (82%) and other elementary school parents (86%) reported that the buildings and grounds of their children's schools were well maintained, neat, clean, and attractive. Similar percentages of Priority School parents (81%) and other elementary school parents (88%) reported that their children's schools are a safe, secure place to learn.

- Over three fourths of the parents (Priority Schools, 79%; other elementary schools, 77%) said that the mission or philosophy of their children's schools had been clearly communicated to them.

- Most of the Priority School parents (90%) and other elementary school parents (90%) believed that the staffs at their children's schools believe their children can achieve academically. The majority of parents (Priority Schools, 70%; other elementary schools, 79%) reported that they had a positive relationship with the staff at their children's schools.

- Similar percentages of parents in Priority Schools (81%) and other elementary schools (81%) agreed that their children's schools are effective (excellent) schools, and that their children learned a lot this school year (Priority Schools, 90%; other elementary schools, 89%).

- Most of the parents in Priority Schools (82%) and other elementary schools (80%) agreed that discipline in their children's schools is fair and related to agreed-upon rules.

- Smaller percentages of Priority School parents (58%) and other elementary school parents (63%) were as involved as they wanted to be in their child's school. Parents' most frequently mentioned preferred ways of being involved with their children's schools were helping their children with homework (Priority Schools, 71%; other elementary schools, 83%), signing report cards (Priority Schools, 67%; other elementary schools, 77%), and attending parent/teacher conferences (Priority Schools, 60%, other elementary schools, 72%).

- The majority of parents (Priority Schools, 63%; other elementary schools, 74%) talked very often to their children about what happened at school.

- About half of Priority School parents (49%) said that the quality of education in their children's schools had gone up, compared to a year ago, while 4% said it had gone down. However, 25% of the other elementary school parents said the quality had gone up, while 4% said it had gone down.

- Two thirds (67%) of the Priority School parents and 71% of the other elementary school parents rated the quality of education in their children's schools as above average or excellent.

- When asked what are AISD's greatest strengths, both groups of parents most often mentioned academic quality (Priority Schools, 51%; other elementary schools, 51%), instructional staff (Priority Schools, 46%; other elementary schools, 58%) and communication with parents (Priority Schools, 57%; other elementary schools, 55%). These parents cited materials/equipment (Priority Schools, 32%; other elementary schools, 33%), dropout prevention (Priority Schools, 32%; other elementary schools, 29%), and school facilities (Priority Schools, 28%; other elementary schools, 37%) as areas in need of improvement. Priority School parents (30%) also frequently mentioned drugs/sex/AIDS education as an area in need of improvement, while other elementary school parents (38%) often cited class size as needing improvement.

8 STAFF DEVELOPMENT

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8 Staff Development

Each school planned and/or presented its own development the third year of the Priority Schools. Schools determined their plan for staff development through needs assessment of their staff members. Innovative funds were often used to pay for staff development, in the form of speakers, seminars, etc.

The majority of Priority School teachers, administrators, and other professionals indicated that the training they received on their campus increased their effectiveness.

8-1. WHAT STAFF DEVELOPMENT ACTIVITIES WERE OFFERED AT THE CAMPUS LEVEL?

Principal Interview

The Priority School principals were asked what local campus staff development had been held during the 1989-90 school year. The most frequently reported topics are listed below.

- TAAS strategies (reported by 8 or 50% of the principals).
- Writing workshops (8 or 50%).
- TESA (7 or 44%).
- Cooperative learning (6 or 38%).
- Effective Schools correlates (4 or 25%).
- TEAMS (4 or 25%).
- LAMP (3 or 19%).
- Mathematics and language arts manipulatives (3 or 19%).
- Content mastery (3 or 19%).
- Discipline (3 or 19%).
- Heterogeneous grouping strategies (2 or 13%).
- Working with parents (2 or 13%).
- Madeline Hunter workshop (2 or 13%).

8-2. DID TEACHERS PERCEIVE THE STAFF DEVELOPMENT OFFERED AS INCREASING THEIR EFFECTIVENESS AS TEACHERS?

Employee Survey

The spring, 1990, employee survey asked a sample of Priority School teachers to indicate their agreement or disagreement with the following statement:

> The local campus staff development sessions I attended this year increased my effectiveness.

Of the 264 teachers who answered this item:

- 55.3% agreed,
- 33.0% were neutral, and
- 11.7% disagreed.

8-3. DID THE PRINCIPALS AND SUPPORT STAFFS PERCEIVE THE STAFF DEVELOPMENT OFFERED AS INCREASING THEIR EFFECTIVENESS?

Administrators

Priority School principals and helping teachers also responded to this item on the employee survey. Of the seven administrators who responded:

- 42.9% strongly agreed,
- 57.1% agreed
- 0% were neutral, and
- 0% disagreed.

Other Professionals

A sample of counselors and librarians at the Priority Schools also responded to this item on the employee survey. Of the 16 non-teaching professionals who responded to this item:

- 68.8% agreed,
- 25.0% were neutral, and
- 6.3% disagreed.

8-4. HOW WERE THE NEEDS FOR STAFF DEVELOPMENT DETERMINED THIS YEAR?

Principal Interview

All of the Priority School principals used teacher input from needs assessments, teachers surveys, or faculty meetings to determine staff development needs on their campuses. At five (31%) of the campuses, student test results were also used to determine specific areas that needed to be addressed during staff development. Input from planning committees at four (25%) of the schools and grade level chairs at three (19%) of the schools was also used. At two schools (13%), parents' concerns were also considered when planning staff development.

9 BUILDINGS AND GROUNDS

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9-1. Were any portables built or moved to the Priority Schools for the 1989-90 school year? 76

9-2. Did any major construction or repair projects occur at the Priority Schools for the 1989-90 school year? 77

9 Buildings and Grounds

School buildings and grounds are well-maintained, safe, and attractive.

The total expenditures for roof repairs, maintenance of buildings and grounds, and construction and relocation of portables in the Priority Schools totaled $191,122.97 for the period from 6-1-89 to 5-31-90. Comparable expenditures in the other elementary schools for the same time period totaled $915,337.13, or an average of $19,069.52 per school. The average expenditure per Priority School was $11,945.19, or about two thirds the expenditure in other elementary schools. This disparity in expenditures may be accounted for by examining expenditures in 1987-88. During the 1987-88 school year, similar expenditures for Priority School buildings and grounds totaled $1,655,391.53 (an average of $103,461.97 per school) due to facility repair and upgrading, and the construction and relocation of portables. Because many of these expenditures were one-time expenses, the cost to maintain Priority School buildings and grounds decreased dramatically during the 1988-89 school year. In 1989-90, the difference in expenditures per school between Priority Schools and other elementary schools would have been even less than that in 1988-89, except for the additional expenses that resulted from repair to Wooldridge after a fire on that campus. (See Figure 9-1 for expenditure totals.)

9-1. WERE ANY PORTABLES BUILT OR MOVED TO THE PRIORITY SCHOOLS FOR THE 1989-90 SCHOOL YEAR?

During the 1989-90 school year, one new portable was constructed for Sanchez at a cost of $36,704 ($18,634.60 was paid with local funds, and $18,069.40 was paid from Chapter 1 funds). In order to begin construction of new additions to Winn and Sanchez, eight existing portables were moved to different locations on the campuses, at a cost of $37,031.70. In addition to these relocations, three portables from other schools were moved to Brooke, Oak Springs, and Oak Springs at Rice at a cost of $14,000.45.

9-2. DID ANY MAJOR CONSTRUCTION OR REPAIR PROJECTS OCCUR AT THE PRIORITY SCHOOLS FOR THE 1989-90 SCHOOL YEAR?

Roof Repairs

The most frequently cited repair project, according to records provided by the Supervisor for Plant Improvement, was roof repair. Of the 16 Priority Schools, 12 required repairs to buildings or roofs on portables during the 1989-90 school year. Costs for these repairs ranged from $398.17 at Allan to $15,525 at Pecan Springs. A total of $39,956.51 was spent on roof repairs for the following schools:

Allan	$ 398.17
Allison	2,288.49
Becker	1,089.55
Brooke	6,231.93
Govalle	436.72
Metz	6,065.61
Oak Springs at Rice	1,328.42
Pecan Springs	15,525.00
Sanchez	4,944.12
Sims	538.52
Winn	461.08
Zavala	648.90
TOTAL	**$39,956.51**

Repairs to Portables

Repairs were also made to portables at Allan, Allison, Campbell, and Norman. These repairs included the removal of portable skirting, porches and piers, and the addition of top soil, at a cost of $1,622.50.

Maintenance of Buildings and Grounds

In addition to the work mentioned above, $79,877.21 was spent on maintaining and upgrading the buildings and grounds at some of the Priority Schools. Projects included are listed below:

- Restriping parking lots or painting curb signs at Allison, Brooke, Oak Springs at Rice, Pecan Springs, Sanchez, Sims, and Winn.
- Painting and repairing plaster at Campbell, Metz, Oak Springs at Rice, and Ortega.
- Building sidewalks or curbs at Govalle, Oak Springs at Rice, and Winn.
- Installing blinds at Blackshear, Ortega, and Winn.
- Installing metal shelving at Metz, Oak Springs at Rice, and Zavala.
- Installing new carpet at Metz and Oak Springs at Rice.
- Constructing a concrete drainage channel at Winn.

FIGURE 9-1
EXPENDITURES FOR BUILDINGS AND GROUNDS IN PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS, 1987-88, 1988-89, AND 1989-90

SCHOOL	1987-88 EXPENDITURES	1988-89 EXPENDITURES	1989-90 EXPENDITURES	THREE-YEAR TOTALS
Allan	$ 1,075.68	$ 2,056.23	$ 2,034.42	$ 5,166.33
Allison	1,018.00	438.05	2,502.49	3,958.54
Becker	19,114.75	34,489.78	1,089.55	54,694.08
Blackshear	162,657.02	1,667.25	733.00	165,057.27
Brooke	165,044.22	2,244.00	11,565.33	178,853.55
Campbell	102,164.09	65.00	5,320.49	107,549.58
Govalle	107,619.46	38,664.00	7,536.32	153,819.78
Metz	129,725.70	4,282.20	15,952.28	149,960.18
Norman	81,041.67	46,315.05	633.25	127,989.97
Oak Springs	10,871.98	2,460.00	46,404.22**	59,736.20
Ortega	53,873.33	1,444.89	12,477.00	67,795.22
Pecan Springs	35,788.64	38,076.21	15,923.00	89,787.85
Sanchez	236,474.33	60,426.40	31,642.22	328,542.95
Sims	238,336.45	410.83	628.52	239,375.80
Winn	121,951.95	114.75	35,636.28	157,702.98
Zavala	188,634.26	321.00	1,044.60	189,999.86
PRIORITY SCHOOLS TOTAL:	$1,655,391.53	$233,475.64	$191,122.97	$2,079,990.14
AVERAGE PER SCHOOL: (N=16)	103,461.97	14,592.23	11,945.19	129,999.38
OTHER ELEMENTARY SCHOOLS TOTAL:	$1,050,002.11	$1,319,853.18	$915,337.13***	$3,285,192.42
AVERAGE PER SCHOOL: (N=47 for 1987-88*) (N=48 for 1988-89) (N=48 for 1988-89)	22,340.47	27,496.94	19,069.52	68,929.76

* Galindo Elementary was not opened during the 1987-88 school year.
** Total for Oak Springs includes expenditures at the Oak Springs at Rice campus.
*** Total and average for the other elementary schools includes $108,304.34 in expenditures that were required to repair fire damage at Wooldridge.

10 ACCOUNTABILITY

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10 Accountability

A monitoring committee and ORE's evaluation reports will make information about implementation, resources, and outcomes available to the public, the Board of Trustees, and other AISD staff.

The Priority Schools monitoring committee met five times during the 1989-90 school year. An evaluation of the Priority Schools was conducted. A total of $6,544,554 was allocated to the Priority Schools over and above their regular allocations.

10-1. WHAT EVALUATION PLAN WAS IN PLACE?

The Priority School evaluation plan was part of The Research and Evaluation Agenda for AISD, 1989-90 (ORE Publication Number 89.08).

10-2. WAS AN EVALUATION REPORT PUBLISHED?

This document (89.04) is the evaluation report summary for the Priority Schools.

10-3. HOW MANY MEETINGS HAS THE MONITORING COMMITTEE HELD? WHAT HAVE BEEN THEIR AGENDAS?

In April, 1988, the Board of Trustees appointed a seven-person Priority School monitoring committee. Each Board member appointed one member from the community. The purpose of this committee was to provide (to the Board) feedback twice a year on what is occurring in the schools. Each member was to be appointed for a two-year term.

The monitoring committee met five times during the 1989-90 school year. The attendance of members at the meetings varied. Four members were the most frequent number present. The meetings were built around a cluster of four schools each time for a total of four meetings. The agenda was for each of the schools to share what they are doing and have a dialog among committee members and school staff and Priority School parents. A final meeting in May was held for the Priority Schools to prepare their written and oral report to the Board in June.

10-4. WERE THE STATE BOARD OF EDUCATION GOALS MET?

The State Board of Education has set goals for the State to meet in terms of TEAMS mastery levels and norm-referenced test achievement. (In AISD's case, this is the ITBS.) These standards will officially go into effect for the 1989-90 school year. These goals (two of the three currently measurable) were computed this year to help establish baseline data. Goal 3 deals with measurement of higher order thinking skills on the TEAMS. Currently, this area of the TEAMS has not been developed by the Texas Education Agency.

Goal 1: Did the Priority Schools' overall performance increase an average of eight percentile points on the ITBS relative to the national norm?

The data for this question were calculated from the Priority Schools' ITBS summary data presented in Attachment 2-1. The summary data for this question are presented in Figure 10-1.

- No grade level met this objective; however, median percentiles rose at five of six grade levels.

FIGURE 10-1
SUMMARY DATA FOR ITBS CHANGE, 1989-90
(1988 NORMS)

Grade	ITBS Test	1989 Median %ile	1990 Median %ile	Change
1	Composite	41	44	+3%ile points
2	Composite	44	43	-1%ile points
3	Composite	38	39	+1%ile points
4	Composite	32	33	+1%ile points
5	Composite	28	31	+3%ile points
6	Composite	22	26	+4%ile points

Goal 2: Did the percentage of students scoring 10 percent or more above the minimum TEAMS passing score rise by one percentage point?

In the 96 possible comparisons on the English TEAMS (3 TEAMS areas X 2 grade levels X each Priority School), 37 of the 96 or 39% were one percentage point or higher than they were in 1988-89.

10-5. WHAT WERE THE COSTS OF THE PRIORITY SCHOOLS OVER AND ABOVE THEIR REGULAR ALLOCATIONS?

NOTE: The funds recorded here are allocations, not actual expenditures.

A total of $6,544,554 was allocated to the 16 Priority Schools over and above their regular allocations.

Full-Day Prekindergarten -- The State of Texas funded half-day pre-K; Chapter 1 and AISD provided additional money to fund full-day pre-K at the 16 Priority Schools.

Chapter 1	$ 765,739
AISD	$ 558,990

Pupil-Teacher Ratio -- The PTR at the 16 schools was lowered using a combination of local and Chapter 1 funds.

Chapter 1	$1,609,802
AISD	$2,056,522

Full-time Staff -- The Priority Schools had additional full-time nonteaching staff members. These included helping teachers, counselors, parent training specialists, and clerks.

AISD	$1,185,262

Additional Teachers -- Project Teach and Reach allocated money to pay four teachers who were assigned to Priority Schools. These teachers provided supplementary reading and/or mathematics instruction for Black children who scored below the 50th percentile on the ITBS.

AISD	$ 155,494

Support Services -- The Priority Schools received funds for a variety of instructional support services. All 16 received money from Chapter 2 for direct student instruction, educational materials, and transportation; and all were given innovative funds.

AISD	$ 138,378
Chapter 2	$ 59,218

Portable Buildings -- During the 1989-90 school year, a new portable was constructed at a Priority School with Chapter 1 and AISD funds. Relocations and repairs were also performed.

AISD	$ 71,290
Chapter 1	$ 18,634

Figure 10-3 presents the summary allocation data by area, and Figure 10-4 is a graphic representation of the allocations by the three main areas: staffing, support services, and portable buildings.

FIGURE 10-3
SUMMARY OF EXTRA FUNDS ALLOCATED TO THE PRIORITY SCHOOLS 1989-90

STAFFING

$3,666,324	Lower PTR	56.0%
$1,185,262	Additional Staff	18.1%
$1,249,954	Full-Day Pre-K	19.1%
$ 155,494	Teach and Reach	2.4%
$6,257,034		95.6%

SUPPORT SERVICES

$ 138,378	Innovative Funds	2.1%
$ 59,218	TEAMS Improvement	.9%
$ 197,596		3.0%

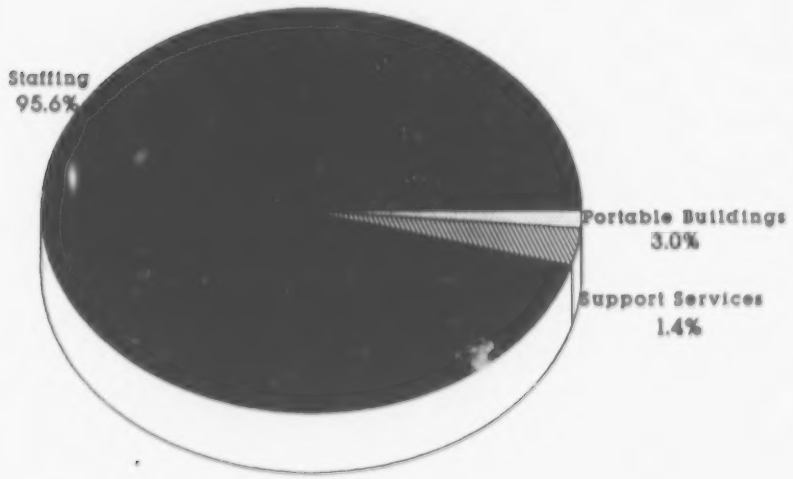
PORTABLE BUILDINGS

$ 37,269	New Construction	.6%
$ 51,032	Relocation	.8%
$ 1,623	Repairs	.02%
$ 89,924		1.4%

TOTALS

$6,257,034	Staffing	95.6%
$ 197,596	Support Services	3.0%
$ 89,924	Portable Buildings	1.4%
$6,544,554		100%

FIGURE 10-4
PERCENTAGES OF PRIORITY SCHOOLS
FUNDS ALLOCATED TO EACH MAJOR AREA, 1988-89



To compare the differences in allocations between the first, second, and third year of Priority Schools funding, Figure 10-5 was prepared. In 1989-90 there was one component with increased allocations, five with a decrease, and two with no change. The total difference in allocations for 1987-88 and 1988-89 was $2,928,125. The total difference in allocations in 1988-89 and 1989-90 was $574,906.

FIGURE 10-5
ALLOCATION COMPARISON FOR THE PRIORITY SCHOOLS
AISD FUNDS, 1987-88, 1988-89 + 1989-90

	1987-88	1988-89	1989-90	CHANGE IN 87-88 & 88-89	CHANGE IN 88-89 & 89-90
Full-day PreKindergarten	$ 155,340	$ 235,386	$ 558,990	$+ 80,036	$ +323,604
Pupil-Teacher Ratio	2,942,093	2,418,300	2,056,522	- 523,793	-685,382
Full-time Staff	1,096,500	1,194,368	1,185,262	+ 97,868	- 9,106
Special Area Teachers	360,000	-0-	-0-	- 360,000	-0-
Additional Teachers	148,965	155,494	155,494	+ 6,529	-0-
Staff Development	100,000	29,875	-0-	- 70,125	- 29,875
Support Services	321,465	223,387	138,378	- 98,078	- 85,009
Portable Buildings	2,221,000	160,428	71,290	-2,060,572	- 89,138
TOTAL	7,345,363	4,417,238	4,165,936	-2,928,125	- 574,906

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ATTACHMENT 1-1

School Climate/Effectiveness Items

(Anonymous Professional Survey). The results of these 24 items administered in the spring of 1989 are summarized for the Priority Schools as a group and for the other elementary schools as a group.

SCHOOL CLIMATE

ITEMS	SCHOOL	STRONGLY AGREE (SA)	AGREE (A)	DISAGREE (D)	STRONGLY DISAGREE (SD)	AGREE (SA + A)	DISAGREE (D + SD)	# SENT	# RETURNED	%	# BLANK INVALID	# VALID	%
1. Our school staff has high expectations for success.	Priority Schools	56%	39%	4%	1%	95%	5%	627	595	95%	2	593	95%
	Other Elem.	71%	26%	2%	0%	98%	2%	1919	1819	95%	6	1813	94%
2. Our school staff believes and demonstrates that all students can attain mastery.	Priority Schools	42%	47%	9%	1%	90%	10%	627	595	95%	4	591	94%
	Other Elem.	57%	39%	4%	1%	95%	5%	1919	1819	95%	3	1816	95%
3. Our school has a safe climate.	Priority Schools	38%	43%	13%	6%	81%	19%	627	595	95%	8	587	94%
	Other Elem.	58%	35%	5%	1%	94%	6%	1919	1819	95%	11	1808	94%
4. Our school has an orderly, purposeful, businesslike climate.	Priority Schools	37%	48%	10%	5%	85%	15%	627	595	95%	8	587	94%
	Other Elem.	56%	37%	6%	1%	93%	7%	1919	1819	95%	15	1804	94%
5. Our school has a clear and focused mission through which our entire staff shares an understanding and commitment to school goals.	Priority Schools	41%	47%	10%	2%	87%	13%	627	595	95%	5	590	94%
	Other Elem.	57%	37%	6%	1%	93%	7%	1919	1819	95%	14	1805	94%
6. Our school staff works together to improve instruction.	Priority Schools	36%	50%	11%	4%	85%	15%	627	595	95%	5	590	94%
	Other Elem.	54%	39%	6%	1%	93%	7%	1919	1819	95%	7	1812	94%
7. Our classrooms are characterized by students actively engaged in learning.	Priority Schools	47%	46%	6%	1%	93%	7%	627	595	95%	7	588	94%
	Other Elem.	62%	36%	2%	1%	97%	3%	1919	1819	95%	7	1812	94%
8. At our school there is frequent monitoring of student progress. The results of assessments are used to improve individual student proficiency.	Priority Schools	41%	51%	7%	1%	92%	8%	627	595	95%	0	595	95%
	Other Elem.	58%	39%	2%	0%	97%	3%	1919	1819	95%	13	1806	94%

SCHOOL CLIMATE

ITEMS	SCHOOL	STRONGLY AGREE (SA)	AGREE (A)	DISAGREE (D)	STRONGLY DISAGREE (SD)	AGREE (SA + A)	DISAGREE (D + SD)	# SENT	# RETURNED	%	# BLANK INVALID	# VALID	%
9. Our school has positive relations with the home and school community.	Priority Schools	37%	51%	10%	3%	88%	12%	627	595	95%	8	587	94%
	Other Elem.	48%	46%	5%	1%	94%	6%	1919	1819	95%	11	1808	94%
10. The channels of communication among the faculty, administrators, and other staff at my building are open and adequate.	Priority Schools	28%	41%	21%	10%	69%	31%	672	595	95%	7	588	94%
	Other Elem.	42%	41%	13%	5%	82%	18%	1919	1819	95%	18	1801	94%
11. There is collaborative planning and decision making in my school.	Priority Schools	26%	48%	19%	7%	74%	26%	627	595	95%	6	589	94%
	Other Elem.	43%	42%	12%	3%	85%	15%	1919	1819	95%	21	1798	94%
12. Overall, students are well behaved in this school.	Priority Schools	27%	48%	18%	7%	76%	24%	627	595	95%	3	592	94%
	Other Elem.	35%	50%	11%	4%	84%	16%	1919	1819	95%	12	1807	94%
13. Adequate resources (e.g., text-books, teacher guides, and other materials are available to me.	Priority Schools	29%	45%	19%	7%	75%	25%	627	595	95%	29	566	90%
	Other Elem.	47%	39%	11%	3%	86%	14%	1919	1819	95%	83	1736	90%
14. The general school climate is conducive to learning.	Priority Schools	39%	52%	7%	2%	91%	9%	627	595	95%	21	574	92%
	Other Elem.	56%	40%	3%	1%	96%	4%	1919	1819	95%	76	1743	91%
15. The principal is willing to discuss problems with professionals.	Priority Schools	49%	38%	9%	5%	86%	14%	627	595	95%	28	567	90%
	Other Elem.	58%	32%	6%	3%	90%	10%	1919	1819	95%	88	1731	90%
16. My decisions as a professional are supported and respected by my campus administratos(s).	Priority Schools	43%	43%	9%	6%	86%	14%	627	595	95%	26	569	91%
	Other Elem.	51%	36%	9%	4%	87%	13%	1919	1819	95%	90	1729	90%

ATTACHMENT 2-7

Priority Schools TEAMS Summary by School

This attachment summarizes the TEAMS mastery percentages for each Priority School by grade, subtest area, and percent passing all tests. Mastery percentages are given for 1987, 1988, 1989, and 1990 with changes from 1987 to 1989, 1988 to 1989, 1987 to 1990, and 1989 to 1990 shown.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

Effective School Standards

The principals of Austin's Priority Schools have developed common standards which describe an effective school. The reverse side of this sheet reports how well this school met the standards for 1987-88, 1988-89, + 1989-90.

Student Attendance: An effective school is one with an average student percent of attendance of 95% or more.

Staff Attendance: Teachers at an effective school have an average absence rate of five or fewer days of sick and personal leave each year. Teachers who take maternity leave or have extended absences (in excess of five consecutive days) may be excluded.

TEAMS Performance: On the TEAMS, effective schools have 85% or more of their students mastering all tests. Furthermore, when the students are disaggregated by sex, ethnicity, and income level, there should be no more than a 7% difference in TEAMS mastery on each test for disaggregated groups with at least 20 students.

For the purpose of evaluating this standard, scores will be combined by test area across grades 1, 3, and 5. To meet the standard, 85% of the students taking each test (mathematics, reading, and writing) for a valid score must meet mastery. Therefore, if 85% or more of the students reached mastery in mathematics and reading, but only 83% met mastery in writing, the school would not be classified as effective. In addition, any school having 20 or more students taking the Spanish TEAMS will be required to reach the 85% mastery level on each Spanish test. Groups with fewer than 20 students have been left blank on the reverse side.

The standards for the TAAS (which replaces the TEAMS in 1990) have not been set yet.

ITBS Performance: For grades 1-5, the median schoolwide ITBS Composite score is at least the 50th percentile in an effective school, and fewer than 10% of the students are in the bottom quartile. When scores are disaggregated by sex, ethnicity, and income, an effective school is equally effective for all groups. For groups with 20 or more students, there is no more than a 7 percentile point difference between groups -- boys and girls, etc. Groups with fewer than 20 students have been left blank on the reverse side.

Limited-English-Proficient students dominant in a language other than English (LEP A and B) and students receiving one or more hours of Special Education instruction per day are excluded from the analysis.

Parent Evaluation: Based on a parent questionnaire, 75% or more of the parents think an effective school is effective. For the purpose of evaluating this standard, a questionnaire will be sent to a sample of parents from each school.

Standard for Improving Schools

The effective school standards are long-range objectives for the Priority Schools. Until a school meets the standards for an effective school, it may be designated an improving school if it meets the standard below.

An improving school is one for which the percentage of students mastering each TEAMS test area (mathematics, reading, and writing) meets or exceeds the percentages listed below:

YEAR	TEAMS PERFORMANCE STANDARD
1988	70% Mastery
1989	75% Mastery
1990	80% Mastery
1991	To be determined
1992	To be determined

The percentage is to be calculated by combining students across grade levels for each subtest separately. Also, schools with 20 or more students tested in Spanish must meet the standard in each language.

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

ELEMENTARY SCHOOL SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA				STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance			95.9	95% or greater	YES	YES	YES		
2. Average number of teacher absences			5.4	5 or fewer days	NO	YES	NO		
3. TEAMS: Percent Mastery		Math	Reading	Writing					
ENGLISH									
ALL	(N= 8807)	90%	86%	81%	85% or greater	NO	YES	NO		
Boys	(N= 4331)	90%	85%	78%	Difference 7% or less by:				
Girls	(N= 4476)	91%	87%	85%					
Low Income	(N= 4017)	84%	77%	75%	Sex	YES	YES	YES		
Non-Low Income	(N= 4790)	96%	93%	87%	Income	NO	NO	NO		
Black	(N= 1681)	81%	76%	75%						
Hispanic	(N= 2905)	88%	80%	77%	Ethnicity	NO	NO	NO		
Other	(N= 4221)	96%	94%	87%						
		Math	Reading	Writing					
SPANISH									
ALL	(N= 129)	93%	98%	98%	85% or greater	YES	YES	YES		
Boys	(N= 62)	97%	98%	100%						
Girls	(N= 67)	90%	97%	96%						
Low Income	(N= 125)	93%	98%	98%	Difference 7% or less by:				
Non-Low Income	(N= 4)	-%	-%	-%						
					Sex	YES	YES	YES		
					Income	NO	-	-		
4. ITBS Composite Achievement									
Percent in bottom quartile			19%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N=22925)	58		50 or greater	YES	NO	YES		
Boys	(N=11185)	57		Difference 7%iles or less by:					
Girls	(N=11740)	59							
Low Income	(N=10230)	40							
Non-Low Income	(N=12695)	72		Sex	YES	YES	YES		
				Income	NO	NO	NO		
Black	(N= 4326)	37							
Hispanic	(N= 7259)	43							
Other	(N=11340)	75		Ethnicity	NO	NO	NO		
5. Parent Evaluation									
My child's school is an effective (excellent) school.									
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
35%	46%	14%	3%	1%	1%						
IS THIS SCHOOL AN IMPROVING SCHOOL?				(1988 Standard)	70% TEAMS mastery	YES				
				(1989 Standard)	75% TEAMS mastery		YES			
				(1990 Standard)	80% TEAMS mastery			YES		
				(1991 Standard)	85% TAAS mastery					
				(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?					All of the above.	NO	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?					Standards met for 2 consecutive years.	N/A	N/A	N/A		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

PRIORITY SCHOOL SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.6	95% or greater	YES	YES	YES		
2. Average number of teacher absences				5.1	5 or fewer days	NO	YES	NO		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= 1500)		84%	76%	76%	85% or greater	NO	NO	NO		
Boys	(N= 735)		83%	74%	71%	Difference 7% or less by:				
Girls	(N= 765)		85%	78%	80%					
Low Income	(N= 1235)		83%	74%	74%	Sex	YES	YES	NO		
Non-Low Income	(N= 265)		90%	87%	83%	Income	YES	NO	NO		
Black	(N= 558)		80%	73%	76%					
Hispanic	(N= 880)		86%	78%	75%	Ethnicity	NO	NO	NO		
Other	(N= 62)		89%	85%	74%					
SPANISH			Math	Reading	Writing					
ALL	(N= 47)		98%	100%	100%	85% or greater	YES	YES	YES		
Boys	(N= 28)		96%	100%	100%					
Girls	(N= 19)		-%	-%	-%					
Low Income	(N= 46)		98%	100%	100%	Difference 7% or less by:				
Non-Low Income	(N= 1)		-%	-%	-%					
						Sex	NO	YES	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile					35%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL		(N= 3841)			38	50 or greater	NO	NO	NO		
Boys		(N= 1811)			35	Difference 7%iles or less by:				
Girls		(N= 2030)			40					
Low Income		(N= 3149)			35					
Non-Low Income		(N= 692)			48	Sex	YES	YES	YES		
						Income	NO	NO	NO		
Black		(N= 1457)			35					
Hispanic		(N= 2211)			39					
Other		(N= 173)			52	Ethnicity	NO	NO	NO		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
38%	43%	14%	3%	1%	1%					
IS THIS SCHOOL AN IMPROVING SCHOOL?						(1988 Standard) 70% TEAMS mastery	YES				
						(1989 Standard) 75% TEAMS mastery		YES			
						(1990 Standard) 80% TEAMS mastery			NO		
						(1991 Standard) 85% TAAS mastery					
						(1992 Standard) 85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

NON-PRIORITY SCHOOL SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA				STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance			95.9	95% or greater	YES	YES	YES		
2. Average number of teacher absences			5.6	5 or fewer days	NO	YES	NO		
3. TEAMS: Percent Mastery		Math	Reading	Writing					
ENGLISH									
ALL	(N= 7307)	92%	88%	83%	85% or greater	NO	YES	NO		
Boys	(N= 3596)	91%	87%	79%					
Girls	(N= 3711)	92%	89%	86%	Difference 7% or less by:				
Low Income	(N= 2782)	85%	79%	76%	Sex	YES	YES	YES		
Non-Low Income	(N= 4525)	96%	94%	87%					
					Income	NO	NO	NO		
Black	(N= 1123)	81%	78%	74%					
Hispanic	(N= 2025)	89%	81%	78%	Ethnicity	NO	NO	NO		
Other	(N= 4159)	96%	94%	87%					
SPANISH		Math	Reading	Writing					
ALL	(N= 81)	90%	96%	96%	85% or greater	YES	NO	YES		
Boys	(N= 34)	97%	97%	100%					
Girls	(N= 47)	86%	96%	94%					
Low Income	(N= 78)	90%	96%	96%	Difference 7% or less by:				
Non-Low Income	(N= 3)	-%	-%	-%					
					Sex	YES	YES	NO		
					Income	-	-	-		
4. ITBS Composite Achievement									
Percent in bottom quartile			16%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N=19084)	62		50 or greater	YES	YES	YES		
Boys	(N= 9374)	61							
Girls	(N= 9710)	63		Difference 7%iles or less by:					
Low Income	(N= 7081)	44							
Non-Low Income	(N=12003)	73		Sex	YES	YES	YES		
				Income	NO	NO	NO		
Black	(N= 2869)	39							
Hispanic	(N= 5048)	44							
Other	(N=11167)	76		Ethnicity	NO	NO	NO		
5. Parent Evaluation									
My child's school is an effective (excellent) school.									
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable					
34%	47%	14%	3%	1%	1%	75% or more Agree or Strongly Agree	-	YES	YES		
IS THIS SCHOOL AN IMPROVING SCHOOL?				(1988 Standard)	70% TEAMS mastery	YES				
				(1989 Standard)	75% TEAMS mastery		YES			
				(1990 Standard)	80% TEAMS mastery			YES		
				(1991 Standard)	85% TAAS mastery					
				(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?					All of the above.	NO	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?					Standards met for 2 consecutive years.	N/A	N/A	N/A		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

ALLAN ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.1	95% or greater	YES	NO	YES		
2. Average number of teacher absences				6.4	5 or fewer days	NO	NO	NO		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 91)	85%	74%	80%	85% or greater	NO	NO	NO		
Boys	(N= | 45)	83%	80%	73%	Difference 7% or less by:					
Girls	(N= | 46)	88%	69%	87%						
Low Income	(N= | 67)	84%	71%	76%	Sex	NO	YES	NO		
Non-Low Income	(N= | 24)	88%	83%	92%						
						Income	NO	NO	NO		
Black	(N= | 17)	-%	-%	-%						
Hispanic	(N= | 73)	85%	77%	81%	Ethnicity	NO	NO	-		
Other	(N= | 1)	-%	-%	-%						
			Math	Reading	Writing					
SPANISH										
ALL	(N= | 1)	-%	-%	-%	85% or greater	YES	-	-		
Boys	(N= | 1)	-%	-%	-%						
Girls	(N= | 0)	-%	-%	-%						
Low Income	(N= | 1)	-%	-%	-%	Difference 7% or less by:					
Non-Low Income	(N= | 0)	-%	-%	-%						
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile				41%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N=	216)	34		50 or greater	NO	NO	NO		
Boys	(N=	91)	34		Difference 7%iles or less by:					
Girls	(N=	125)	37							
Low Income	(N=	170)	34							
Non-Low Income	(N=	46)	42		Sex	YES	YES	YES		
Black	(N=	45)	23		Income	NO	NO	NO		
Hispanic	(N=	169)	37							
Other	(N=	2)	-		Ethnicity	YES	YES	NO		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
38%	46%	13%	2%	0%	1%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery					
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

ALLISON ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.7	95% or greater	YES	YES	YES		
2. Average number of teacher absences				5.8	5 or fewer days	NO	NO	NO		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 142)	89%	86%	84%	85% or greater	NO	NO	NO		
Boys	(N= | 65)	94%	88%	80%	Difference 7% or less by:					
Girls	(N= | 77)	85%	84%	87%						
Low Income	(N= | 112)	87%	83%	83%	Sex	YES	NO	NO		
Non-Low Income	(N= | 30)	97%	93%	87%						
						Income	NO	NO	NO		
Black	(N= | 10)	-%	-%	-%						
Hispanic	(N= | 123)	88%	85%	84%	Ethnicity	YES	-	-		
Other	(N= | 9)	-%	-%	-%						
SPANISH			Math	Reading	Writing					
ALL	(N= | 1)	-%	-%	-%	85% or greater	-	YES	-		
Boys	(N= | 0)	-%	-%	-%						
Girls	(N= | 1)	-%	-%	-%						
Low Income	(N= | 0)	-%	-%	-%	Difference 7% or less by:					
Non-Low Income	(N= | 1)	-%	-%	-%						
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile				31%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N=	342)	40		50 or greater	NO	NO	NO		
Boys	(N=	163)	35		Difference 7%iles or less by:					
Girls	(N=	179)	44							
Low Income	(N=	278)	39							
Non-Low Income	(N=	64)	47		Sex	YES	YES	NO		
					Income	NO	YES	NO		
Black	(N=	25)	45							
Hispanic	(N=	306)	40							
Other	(N=	11)	-		Ethnicity	NO	YES	YES		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
44%	36%	16%	2%	1%	0%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			YES		
					(1991 Standard)	85% TAAS mastery					
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

BECKER ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				96.5	95% or greater	NO	YES	YES		
2. Average number of teacher absences				4.2	5 or fewer days	NO	YES	YES		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 90)	95%	82%	84%	85% or greater	NO	NO	NO		
Boys	(N=	46)	98%	78%	72%	Difference 7% or less by:				
Girls	(N=	44)	91%	87%	98%					
Low Income	(N= | 79)	95%	83%	86%	Sex	NO	YES	NO		
Non-Low Income	(N= | 11)	-%	-%	-%	Income	NO	-	-		
Black	(N= | 17)	-%	-%	-%						
Hispanic	(N= | 64)	94%	78%	81%	Ethnicity	NO	NO	-		
Other	(N= | 9)	-%	-%	-%						
			Math	Reading	Writing					
SPANISH										
ALL	(N= | 1)	-%	-%	-%	85% or greater	-	-	-		
Boys	(N= | 0)	-%	-%	-%						
Girls	(N= | 1)	-%	-%	-%						
Low Income	(N=	1)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N= | 0)	-%	-%	-%						
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile					19%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL		(N= | 215)	48		50 or greater	NO	YES	NO		
Boys		(N= | 98)	46		Difference 7%iles or less by:					
Girls		(N= | 117)	48							
Low Income		(N= | 187)	47							
Non-Low Income		(N= | 28)	65		Sex	YES	YES	YES		
Black		(N= | 29)	39		Income	NO	NO	NO		
Hispanic		(N= | 160)	48							
Other		(N= | 26)	69		Ethnicity	NO	NO	NO		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
41%	51%	7%	2%	0%	0%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			YES		
					(1991 Standard)	85% TAAS mastery					
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

BLACKSHEAR ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				94.7	95% or greater	NO	NO	NO		
2. Average number of teacher absences				4.8	5 or fewer days	YES	YES	YES		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 81)	72%	77%	74%	85% or greater	NO	NO	NO		
Boys	(N= | 38)	67%	79%	68%	Difference 7% or less by:					
Girls	(N= | 43)	77%	74%	79%						
Low Income	(N= | 74)	73%	74%	74%	Sex	NO	NO	NO		
Non-Low Income	(N= | 7)	-%	-%	-%						
						Income	-	-	-		
Black	(N= | 50)	80%	82%	76%						
Hispanic	(N= | 29)	55%	69%	69%	Ethnicity	YES	NO	NO		
Other	(N= | 2)	-%	-%	-%						
SPANISH			Math	Reading	Writing					
ALL	(N= | 9)	-%	-%	-%	85% or greater	NO	NO	-		
Boys	(N= | 5)	-%	-%	-%						
Girls	(N= | 4)	-%	-%	-%						
Low Income	(N= | 9)	-%	-%	-%	Difference 7% or less by:					
Non-Low Income	(N= | 0)	-%	-%	-%						
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile				48%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N=	263)	28		50 or greater	NO	NO	NO		
Boys	(N=	120)	25		Difference 7%iles or less by:					
Girls	(N=	143)	32							
Low Income	(N=	243)	28							
Non-Low Income	(N=	20)	26		Sex	NO	YES	YES		
					Income	NO	NO	YES		
Black	(N=	157)	31							
Hispanic	(N=	103)	26							
Other	(N=	3)	-		Ethnicity	YES	YES	YES		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	NO		
34%	37%	20%	7%	1%	2%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	NO				
					(1989 Standard)	75% TEAMS mastery		NO			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery					
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

BROOKE ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				96.1	95% or greater	NO	NO	YES		
2. Average number of teacher absences				4.3	5 or fewer days	NO	YES	YES		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 62)	94%	81%	69%	85% or greater	NO	NO	NO		
Boys	(N=	25)	96%	85%	64%	Difference 7% or less by:				
Girls	(N=	36)	92%	78%	73%					
Low Income	(N= | 47)	92%	77%	64%	Sex	NO	NO	NO		
Non-Low Income	(N=	15)	-%	-%	-%					
Black	(N= | 0)	-%	-%	-%	Income	NO	NO	-		
Hispanic	(N= | 61)	94%	80%	69%	Ethnicity	-	-	-		
Other	(N=	1)	-%	-%	-%					
SPANISH			Math	Reading	Writing					
ALL	(N= | 10)	-%	-%	-%	85% or greater	-	-	-		
Boys	(N=	8)	-%	-%	-%					
Girls	(N=	2)	-%	-%	-%					
Low Income	(N=	10)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile					37%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N= | 171)			37	50 or greater	NO	NO	NO		
Boys	(N= | 79)			36	Difference 7%iles or less by:					
Girls	(N= | 92)			39						
Low Income	(N= | 129)			36						
Non-Low Income	(N= | 42)			48	Sex	YES	NO	YES		
Black	(N= | 0)			-	Income	NO	YES	NO		
Hispanic	(N= | 158)			36						
Other	(N= | 13)			-	Ethnicity	-	-	-		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
36%	45%	13%	6%	0%	0%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	NO				
					(1989 Standard)	75% TEAMS mastery		NO			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery					
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

CAMPBELL ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.4	95% or greater	YES	NO	YES		
2. Average number of teacher absences				5.6	5 or fewer days	NO	YES	NO		
3. **TEAMS**: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 71)	76%	54%	59%	85% or greater	NO	NO	NO		
Boys	(N=	32)	70%	52%	53%	Difference 7% or less by:				
Girls	(N=	39)	80%	56%	64%					
Low Income	(N= | 63)	74%	50%	59%	Sex	NO	NO	NO		
Non-Low Income	(N=	8)	-%	-%	-%					
						Income	-	-	-		
Black	(N=	48)	76%	57%	60%					
Hispanic	(N= | 23)	74%	48%	57%	Ethnicity	NO	NO	NO		
Other	(N=	0)	-%	-%	-%					
			Math	Reading	Writing					
SPANISH										
ALL	(N= | 3)	-%	-%	-%	85% or greater	-	-	-		
Boys	(N=	1)	-%	-%	-%					
Girls	(N=	2)	-%	-%	-%					
Low Income	(N=	3)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	-	-	-		
						Income	-	-	-		
4. **ITBS** Composite Achievement										
Percent in bottom quartile				41%		Fewer than 10%	NO	NO	NO		
Median Percentile: **ALL**	(N= | 194)	35			50 or greater	NO	NO	NO		
Boys	(N=	93)	39			Difference 7%iles or less by:				
Girls	(N=	101)	33							
Low Income	(N=	170)	33							
Non-Low Income	(N= | 24)	47			Sex	NO	YES	YES		
						Income	NO	NO	NO		
Black	(N=	146)	39							
Hispanic	(N=	48)	23							
Other	(N= | 0)	-			Ethnicity	YES	NO	NO		
5. **Parent Evaluation**										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	NO		
34%	36%	14%	9%	7%	0%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery					
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

GOVALLE ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.6	95% or greater	NO	NO	YES		
2. Average number of teacher absences				3.7	5 or fewer days	NO	YES	YES		
3. TEAMS: Percent Mastery		Math	Reading	Writing						
ENGLISH										
ALL	(N= 131)	90%	86%	68%	85% or greater	NO	NO	NO		
Boys	(N= 66)	90%	81%	61%						
Girls	(N= 65)	91%	91%	75%	Difference 7% or less by:					
Low Income	(N= 108)	90%	86%	68%	Sex	YES	NO	NO		
Non-Low Income	(N= 23)	92%	83%	70%	Income	YES	NO	YES		
Black	(N= 39)	93%	77%	77%						
Hispanic	(N= 90)	89%	89%	63%	Ethnicity	NO	YES	NO		
Other	(N= 2)	-%	-%	-%						
SPANISH		Math	Reading	Writing						
ALL	(N= 0)	-%	-%	-%	85% or greater	-	-	-		
Boys	(N= 0)	-%	-%	-%						
Girls	(N= 0)	-%	-%	-%						
Low Income	(N= 0)	-%	-%	-%	Difference 7% or less by:					
Non-Low Income	(N= 0)	-%	-%	-%						
					Sex	-	-	-		
					Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile				29%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N= 325)	44			50 or greater	YES	NO	NO		
Boys	(N= 159)	41								
Girls	(N= 166)	47			Difference 7%iles or less by:					
Low Income	(N= 262)	44								
Non-Low Income	(N= 63)	45			Sex	NO	YES	YES		
Black	(N= 77)	29			Income	NO	NO	YES		
Hispanic	(N= 233)	46								
Other	(N= 15)	-			Ethnicity	NO	NO	NO		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable					
43%	43%	12%	1%	0%	0%	75% or more Agree or Strongly Agree	YES	YES	YES		
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES		
					(1990 Standard)	80% TEAMS mastery			NO	
					(1991 Standard)	85% TAAS mastery				
					(1992 Standard)	85% TAAS mastery				
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

METZ ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				96.9	95% or greater	YES	YES	YES		
2. Average number of teacher absences				5.0	5 or fewer days	NO	NO	YES		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 116)	78%	64%	72%	85% or greater	YES	NO	NO		
Boys	(N=	56)	71%	64%	71%					
Girls	(N=	60)	85%	65%	73%	Difference 7% or less by:				
Low Income	(N= | 98)	75%	60%	70%	Sex	NO	YES	NO		
Non-Low Income	(N=	18)	-%	-%	-%					
						Income	NO	NO	-		
Black	(N=	0)	-%	-%	-%					
Hispanic	(N= | 114)	78%	65%	73%	Ethnicity	-	-	-		
Other	(N=	2)	-%	-%	-%					
			Math	Reading	Writing					
SPANISH										
ALL	(N= | 5)	-%	-%	-%	85% or greater	YES	-	-		
Boys	(N=	3)	-%	-%	-%					
Girls	(N=	2)	-%	-%	-%					
Low Income	(N=	5)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	YES	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile				37%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N=	314)	36		50 or greater	NO	NO	NO		
Boys	(N=	152)	33		Difference 7%iles or less by:					
Girls	(N=	162)	40							
Low Income	(N=	239)	35							
Non-Low Income	(N=	75)	41		Sex	YES	YES	YES		
					Income	NO	YES	YES		
Black	(N=	1)	-							
Hispanic	(N=	306)	36							
Other	(N=	7)	-		Ethnicity	-	-	-		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
48%	37%	7%	4%	2%	1%					
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES			
					(1989 Standard)	75% TEAMS mastery		YES		
					(1990 Standard)	80% TEAMS mastery			NO	
					(1991 Standard)	85% TAAS mastery				
					(1992 Standard)	85% TAAS mastery				
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

NORMAN ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.9	95% or greater	YES	YES	YES		
2. Average number of teacher absences				4.4	5 or fewer days	NO	YES	YES		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 60)	68%	76%	75%	85% or greater	YES	NO	NO		
Boys	(N=	30)	70%	63%	58%					
Girls	(N=	29)	66%	88%	93%	Difference 7% or less by:				
Low Income	(N= | 48)	65%	73%	75%	Sex	YES	NO	NO		
Non-Low Income	(N=	12)	-%	-%	-%					
						Income	YES	NO	-		
Black	(N=	49)	62%	73%	74%					
Hispanic	(N= | 6)	-%	-%	-%	Ethnicity	-	-	-		
Other	(N=	4)	-%	-%	-%					
SPANISH			Math	Reading	Writing					
ALL	(N= | 0)	-%	-%	-%	85% or greater	-	-	-		
Boys	(N=	0)	-%	-%	-%					
Girls	(N=	0)	-%	-%	-%					
Low Income	(N=	0)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile					36%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N= | 181)	35			50 or greater	NO	NO	NO		
Boys	(N= | 85)	35								
Girls	(N= | 96)	35			Difference 7%iles or less by:					
Low Income	(N= | 148)	35								
Non-Low Income	(N= | 33)	36			Sex	YES	NO	YES		
						Income	YES	NO	YES		
Black	(N= | 134)	34								
Hispanic	(N= | 21)	22								
Other	(N= | 26)	52			Ethnicity	NO	-	NO		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
31%	47%	18%	3%	0%	0%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery					
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

OAK SPRINGS ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				94.8	95% or greater	NO	YES	NO		
2. Average number of teacher absences				4.5	5 or fewer days	NO	YES	YES		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 80)	80%	73%	61%	85% or greater	NO	NO	NO		
Boys	(N= | 42)	83%	67%	62%	Difference 7% or less by:					
Girls	(N= | 38)	76%	79%	61%						
Low Income	(N= | 74)	78%	71%	59%	Sex	NO	NO	NO		
Non-Low Income	(N= | 6)	-%	-%	-%	Income	-	-	-		
Black	(N= | 51)	78%	72%	63%						
Hispanic	(N= | 28)	86%	72%	57%	Ethnicity	-	YES	NO		
Other	(N= | 1)	-%	-%	-%						
SPANISH			Math	Reading	Writing					
ALL	(N= | 0)	-%	-%	-%	85% or greater	-	-	-		
Boys	(N= | 0)	-%	-%	-%						
Girls	(N= | 0)	-%	-%	-%						
Low Income	(N= | 0)	-%	-%	-%	Difference 7% or less by:					
Non-Low Income	(N= | 0)	-%	-%	-%						
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile				43%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N=	213)	32		50 or greater	YES	NO	NO		
Boys	(N=	101)	29		Difference 7%iles or less by:					
Girls	(N=	112)	34							
Low Income	(N=	201)	31							
Non-Low Income	(N=	12)	-		Sex	NO	YES	YES		
					Income	-	-	-		
Black	(N=	126)	34							
Hispanic	(N=	83)	26							
Other	(N=	4)	-		Ethnicity	NO	NO	NO		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	NO	YES		
41%	39%	18%	0%	0%	3%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	NO				
					(1989 Standard)	75% TEAMS mastery		NO			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery					
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

ORTEGA ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				96.9	95% or greater	YES	YES	YES		
2. Average number of teacher absences				4.7	5 or fewer days	YES	YES	YES		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 61)	90%	89%	84%	85% or greater	NO	NO	NO		
Boys	(N= | 33)	88%	94%	85%	Difference 7% or less by:					
Girls	(N= | 28)	93%	82%	82%						
Low Income	(N= | 55)	93%	89%	84%	Sex	YES	NO	NO		
Non-Low Income	(N= | 6)	-%	-%	-%						
						Income	-	-	-		
Black	(N= | 11)	-%	-%	-%						
Hispanic	(N= | 45)	93%	91%	87%	Ethnicity	NO	NO	-		
Other	(N= | 5)	-%	-%	-%						
SPANISH			Math	Reading	Writing					
ALL	(N= | 1)	-%	-%	-%	85% or greater	-	-	-		
Boys	(N= | 0)	-%	-%	-%						
Girls	(N= | 1)	-%	-%	-%						
Low Income	(N= | 1)	-%	-%	-%	Difference 7% or less by:					
Non-Low Income	(N= | 0)	-%	-%	-%						
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile					30%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N= | 136)		37		50 or greater	NO	NO	NO		
Boys	(N= | 67)		40		Difference 7%iles or less by:					
Girls	(N= | 69)		36							
Low Income	(N= | 118)		36							
Non-Low Income	(N= | 18)		-		Sex	YES	YES	YES		
						Income	NO	YES	-		
Black	(N= | 32)		38							
Hispanic	(N= | 97)		36							
Other	(N= | 7)		-		Ethnicity	YES	NO	YES		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
39%	43%	17%	2%	0%	0%						
IS THIS SCHOOL AN IMPROVING SCHOOL?						(1988 Standard) 70% TEAMS mastery	YES				
						(1989 Standard) 75% TEAMS mastery		YES			
						(1990 Standard) 80% TEAMS mastery			YES		
						(1991 Standard) 85% TAAS mastery					
						(1992 Standard) 85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

89.04

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

PECAN SPRINGS ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.3	95% or greater	YES	NO	YES		
2. Average number of teacher absences				5.8	5 or fewer days	NO	YES	NO		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 119)	89%	81%	82%	85% or greater	NO	NO	NO		
Boys	(N=	59)	92%	84%	81%	Difference 7% or less by:				
Girls	(N=	59)	85%	78%	83%					
Low Income	(N= | 82)	86%	79%	82%	Sex	NO	YES	YES		
Non-Low Income	(N=	36)	95%	86%	84%					
						Income	NO	NO	NO		
Black	(N=	89)	88%	78%	82%					
Hispanic	(N= | 18)	-%	-%	-%	Ethnicity	NO	NO	-		
Other	(N=	11)	-%	-%	-%					
SPANISH			Math	Reading	Writing					
ALL	(N= | 0)	-%	-%	-%	85% or greater	-	-	-		
Boys	(N=	0)	-%	-%	-%					
Girls	(N=	0)	-%	-%	-%					
Low Income	(N=	0)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile					35%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N= | 282)		40		50 or greater	NO	NO	NO		
Boys	(N= | 140)		36		Difference 7%iles or less by:					
Girls	(N= | 142)		44							
Low Income	(N= | 205)		35							
Non-Low Income	(N= | 77)		54		Sex	YES	NO	NO		
						Income	NO	NO	NO		
Black	(N= | 213)		36							
Hispanic	(N= | 50)		41							
Other	(N= | 19)		-		Ethnicity	NO	YES	YES		

5. Parent Evaluation

My child's school is an effective (excellent) school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
30%	48%	20%	1%	1%	1%

75% or more Agree or Strongly Agree: YES | YES | YES

IS THIS SCHOOL AN IMPROVING SCHOOL?		1988	1989	1990	1991	1992
(1988 Standard)	70% TEAMS mastery	YES				
(1989 Standard)	75% TEAMS mastery		NO			
(1990 Standard)	80% TEAMS mastery			YES		
(1991 Standard)	85% TAAS mastery					
(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?	All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?	Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

SANCHEZ ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.9	95% or greater	YES	YES	YES		
2. Average number of teacher absences				3.8	5 or fewer days	YES	YES	YES		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 109)	94%	90%	88%	85% or greater	NO	NO	YES		
Boys	(N=	53)	95%	87%	83%					
Girls	(N=	56)	93%	93%	93%	Difference 7% or less by:				
Low Income	(N= | 89)	94%	89%	87%	Sex	YES	YES	NO		
Non-Low Income	(N=	20)	95%	95%	95%					
						Income	NO	NO	NO		
Black	(N=	4)	-%	-%	-%					
Hispanic	(N= | 102)	94%	91%	89%	Ethnicity	-	-	-		
Other	(N=	3)	-%	-%	-%					
			Math	Reading	Writing					
SPANISH										
ALL	(N= | 9)	-%	-%	-%	85% or greater	YES	YES	-		
Boys	(N=	7)	-%	-%	-%					
Girls	(N=	2)	-%	-%	-%					
Low Income	(N=	9)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	NO	NO	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile				24%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N=	251)	45		50 or greater	NO	NO	NO		
Boys	(N=	120)	41							
Girls	(N=	131)	51		Difference 7%iles or less by:					
Low Income	(N=	193)	41							
Non-Low Income	(N=	58)	61		Sex	YES	YES	NO		
					Income	NO	NO	NO		
Black	(N=	6)	-							
Hispanic	(N=	232)	44							
Other	(N=	13)	-		Ethnicity	-	YES	-		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
53%	34%	10%	1%	1%	2%					
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			YES		
					(1991 Standard)	85% TAAS mastery					
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

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EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

SIMS ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				94.6	95% or greater	YES	YES	NO		
2. Average number of teacher absences				8.8	5 or fewer days	NO	NO	NO		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 95)	74%	72%	71%	85% or greater	NO	NO	NO		
Boys	(N=	53)	73%	61%	72%					
Girls	(N=	42)	76%	84%	69%	Difference 7% or less by:				
Low Income	(N= | 78)	71%	68%	68%	Sex	NO	NO	NO		
Non-Low Income	(N=	17)	-%	-%	-%					
						Income	YES	NO	-		
Black	(N=	81)	77%	73%	73%					
Hispanic	(N= | 12)	-%	-%	-%	Ethnicity	-	NO	-		
Other	(N=	2)	-%	-%	-%					
SPANISH			Math	Reading	Writing					
ALL	(N= | 0)	-%	-%	-%	85% or greater	-	-	-		
Boys	(N=	0)	-%	-%	-%					
Girls	(N=	0)	-%	-%	-%					
Low Income	(N=	0)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile					47%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N= | 229)			29	50 or greater	NO	NO	NO		
Boys	(N= | 105)			23						
Girls	(N=	124)			33	Difference 7%iles or less by:				
Low Income	(N= | 197)			27						
Non-Low Income	(N= | 32)			42	Sex	YES	YES	NO		
						Income	NO	NO	NO		
Black	(N= | 190)			30						
Hispanic	(N= | 34)			24						
Other	(N= | 5)			-	Ethnicity	NO	NO	YES		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	NO		
25%	49%	20%	5%	0%	1%						
IS THIS SCHOOL AN IMPROVING SCHOOL?						(1988 Standard) 70% TEAMS mastery	NO				
						(1989 Standard) 75% TEAMS mastery		YES			
						(1990 Standard) 80% TEAMS mastery			NO		
						(1991 Standard) 85% TAAS mastery					
						(1992 Standard) 85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

WINN ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.5	95% or greater	YES	YES	YES		
2. Average number of teacher absences				5.5	5 or fewer days	NO	NO	NO		
3 TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 92)	86%	75%	91%	85% or greater	NO	YES	NO		
Boys	(N=	45)	77%	67%	87%					
Girls	(N=	47)	96%	83%	96%	Difference 7% or less by:				
Low Income	(N= | 65)	87%	74%	92%	Sex	NO	NO	NO		
Non-Low Income	(N=	27)	83%	78%	89%					
						Income	NO	NO	YES		
Black	(N=	74)	85%	69%	92%					
Hispanic	(N= | 14)	-%	-%	-%	Ethnicity	NO	YES	-		
Other	(N=	4)	-%	-%	-%					
SPANISH			Math	Reading	Writing					
ALL	(N= | 0)	-%	-%	-%	85% or greater	-	-	-		
Boys	(N=	0)	-%	-%	-%					
Girls	(N=	0)	-%	-%	-%					
Low Income	(N=	0)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile					30%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N= | 283)	44			50 or greater	NO	NO	NO		
Boys	(N= | 137)	47			Difference 7%iles or less by:					
Girls	(N= | 146)	41								
Low Income	(N= | 196)	40								
Non-Low Income	(N= | 87)	55			Sex	NO	YES	YES		
						Income	NO	NO	NO		
Black	(N= | 238)	41								
Hispanic	(N= | 31)	56								
Other	(N= | 14)	-			Ethnicity	NO	NO	NO		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
28%	53%	14%	3%	1%	1%						
IS THIS SCHOOL AN IMPROVING SCHOOL?						(1988 Standard) 70% TEAMS mastery	YES				
						(1989 Standard) 75% TEAMS mastery		NO			
						(1990 Standard) 80% TEAMS mastery			NO		
						(1991 Standard) 85% TAAS mastery					
						(1992 Standard) 85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

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EFFECTIVE SCHOOL STANDARDS REPORT 1989-90

ZAVALA ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1990 DATA					STANDARD	MET?				
						1988	1989	1990	1991	1992
1. Student average percent of attendance				95.4	95% or greater	NO	YES	YES		
2. Average number of teacher absences				3.5	5 or fewer days	YES	YES	YES		
3. TEAMS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 100)	75%	51%	57%	85% or greater	NO	NO	NO		
Boys	(N=	46)	77%	47%	50%					
Girls	(N=	54)	73%	55%	63%	Difference 7% or less by:				
Low Income	(N= | 96)	74%	52%	56%	Sex	YES	NO	NO		
Non-Low Income	(N=	4)	-%	-%	-%					
						Income	-	-	-		
Black	(N=	17)	-%	-%	-%					
Hispanic	(N= | 78)	82%	54%	60%	Ethnicity	NO	NO	-		
Other	(N=	5)	-%	-%	-%					
SPANISH			Math	Reading	Writing					
ALL	(N= | 7)	-%	-%	-%	85% or greater	-	-	-		
Boys	(N=	3)	-%	-%	-%					
Girls	(N=	4)	-%	-%	-%					
Low Income	(N=	7)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	-	-	-		
						Income	-	-	-		
4. ITBS Composite Achievement										
Percent in bottom quartile					43%	Fewer than 10%	NO	NO	NO		
Median Percentile: ALL	(N= | 226)		30		50 or greater	NO	NO	NO		
Boys	(N= | 101)		28							
Girls	(N= | 125)		34		Difference 7%iles or less by:					
Low Income	(N= | 213)		29							
Non-Low Income	(N= | 13)		-		Sex	YES	YES	YES		
						Income	-	-	-		
Black	(N= | 38)		27							
Hispanic	(N= | 180)		32							
Other	(N= | 8)		-		Ethnicity	YES	NO	YES		
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES		
43%	40%	14%	1%	0%	2%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		NO			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery					
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO		
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO		

89.04

ATTACHMENT 2-2

Priority Schools ITBS Summary

Summary median percentiles (1988 norms) are presented by grade and subject ares for 1987, 1988, 1989, and 1990 for the Priority Schools as a group. Also included are changes (by grade and subject area) from 1987 to 1988, 1988 to 1989, 1987 to 1989, 1987 to 1990 and 1989 to 1990.

Date: 6-25-90
ITBS Summary

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
1987, 1988, 1989, 1990 (1988 norms)

		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	31	41	42	44	28	36	37	38	36	46	42	41
	N	965	1049	898	811	958	1056	896	810	964	1055	892	811
SECOND	%ILE	33	35	39	37	32	33	37	34	44	48	51	46
	N	769	953	808	838	769	952	805	841	796	956	803	848

		SPELLING				WORD ANALYSIS				COMPOSITE			
GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	34	41	38	41	38	54	53	50	34	45	41	44
	N	950	1042	893	809	971	1053	897	814	940	1024	882	800
SECOND	%ILE	39	43	50	45	45	47	51	50	38	40	44	43
	N	766	950	806	840	768	952	809	836	759	937	794	822

CHANGE FROM 1987 (AREA) TO 1988

GRADE	1	2
Vocabulary	+11	+2
Reading Comprehension	+10	+1
Mathematics	+7	+4
Spelling	+10	+4
Word Analysis	+15	+2
Composite	+11	+2

CHANGE FROM 1988 TO 1989

GRADE	1	2
Vocabulary	+1	+4
Reading Comprehension	+1	+4
Mathematics	-4	+3
Spelling	-3	+6
Word Analysis	-1	+4
Composite	-4	+4

CHANGE FROM 1987 (AREA) TO 1989

GRADE	1	2
Vocabulary	+12	+6
Reading Comprehension	+11	+5
Mathematics	+3	+7
Spelling	+7	+10
Word Analysis	+14	+6
Composite	+7	+6

CHANGE FROM 1989 TO 1990

GRADE	1	2
Vocabulary	+1	-2
Reading Comprehension	+1	-3
Mathematics	-1	-5
Spelling	+3	-5
Word Analysis	-3	-1
Composite	+3	-1

CHANGE FROM 1987 (AREA) TO 1990

GRADE	1	2
Vocabulary	+13	+4
Reading Comprehension	+10	+2
Mathematics	+5	+2
Spelling	+7	+6
Word Analysis	+12	+5
Composite	+10	+5

Date: 6-25-90
ITBS Summary

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY, GRADES 3-6 (1988 norms)
1987, 1988, 1989, 1990

		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	34	39	32	30	27	37	32	29	40	46	34	36
	N	759	811	803	795	757	810	805	792	758	816	806	783
FOURTH	%ILE	22	25	27	27	18	20	27	28	24	28	33	34
	N	622	724	626	657	622	724	625	657	620	726	626	659
FIFTH	%ILE	23	23	19	24	20	17	26	28	27	26	32	35
	N	603	676	664	645	603	676	664	645	601	685	663	640
SIXTH	%ILE	22	22	16	21	19	16	20	22	29	28	29	34
	N	149	157	161	165	149	157	161	165	149	160	161	165

		LANGUAGE				WORK STUDY				COMPOSITE			
GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	50	59	54	59	39	46	37	37	37	45	38	39
	N	751	808	801	789	756	803	804	790	749	803	799	774
FOURTH	%ILE	30	40	40	46	30	28	32	38	22	30	32	33
	N	619	719	622	653	620	720	624	656	617	712	619	652
FIFTH	%ILE	25	34	39	35	29	27	33	36	26	26	28	31
	N	602	670	660	640	600	675	664	636	598	666	656	631
SIXTH	%ILE	31	32	24	34	33	28	29	27	27	25	22	26
	N	148	157	161	165	149	157	162	166	148	157	160	164

CHANGE FROM 1987 (AREA) TO 1988

GRADE	3	4	5	6
Vocabulary	+5	+3	NC	NC
Reading Comprehension	+10	+2	-3	-3
Mathematics	+6	+4	-1	-1
Language	+9	+10	+9	+1
Work Study	+7	-2	-2	-5
Composite	+8	+8	NC	-2

CHANGE FROM 1987 (AREA) TO 1989

GRADE	3	4	5	6
Vocabulary	-2	+5	-4	-6
Reading Comprehension	+5	+9	+6	+1
Mathematics	-6	+9	+5	NC
Language	+4	+10	+14	-7
Work Study	-2	+2	+4	-4
Composite	+1	+10	+2	-5

CHANGE FROM 1989 TO 1990

GRADE	3	4	5	6
Vocabulary	-2	NC	+5	+5
Reading Comprehension	-3	+1	+2	+2
Mathematics	+2	+1	+3	+5
Language	+5	+6	-4	+10
Work Study	NC	+6	+3	-2
Composite	+1	+1	+3	+ 4

CHANGE FROM 1987 (AREA) TO 1990

GRADE	3	4	5	6
Vocabulary	-4	+5	+1	-1
Reading Comprehension	+2	+10	+8	+3
Mathematics	-4	+10	+8	+5
Language	+9	+16	+10	+3
Work Study	-2	+8	+7	-6
Composite	+2	+11	+5	-1

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Attachment 2-2
(Page 2 of 2)

ATTACHMENT 2-3

Priority Schools ITBS Summary by Ethnicity

This contains the summary median percentiles (1988 norms) for Blacks, Hispanics, and Others by grade and subject area. This is for the Priority Schools with data for 1987, 1988, 1989, and 1990. Also included are changes (by grade and subject area) from 1987 to 1988, 1988 to 1989, 1989 to 1990, and 1987 to 1990.

Date: 6-25-90
ITBS MEDIANS, BLACKS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

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PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
1987, 1988, 1989, 1990 (1988 norms)

		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	30	43	43	46	28	36	37	40	35	41	42	44
	N	414	442	395	307	410	449	392	308	412	438	390	308
SECOND	%ILE	31	32	35	34	28	28	34	33	39	40	45	41
	N	327	407	344	360	769	952	805	362	327	406	341	359

		SPELLING				WORD ANALYSIS				COMPOSITE			
GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	36	46	44	44	38	52	50	53	34	43	43	46
	N	950	1042	893	307	415	441	393	307	402	427	386	301
SECOND	%ILE	39	45	51	47	45	47	51	42	34	36	40	38
	N	328	407	344	361	768	952	809	360	324	396	339	348

CHANGE FROM 1987 (AREA) TO 1988

GRADE	1	2
Vocabulary	+13	+1
Reading Comprehension	+8	NC
Mathematics	+6	+1
Spelling	+10	+6
Word Analysis	+14	+2
Composite	+9	+2

CHANGE FROM 1988 TO 1989

GRADE	1	2
Vocabulary	NC	+3
Reading Comprehension	+1	+6
Mathematics	+1	+5
Spelling	-2	+6
Word Analysis	-2	+4
Composite	NC	+4

CHANGE FROM 1987 (AREA) TO 1989

GRADE	1	2
Vocabulary	+13	+4
Reading Comprehension	+9	+6
Mathematics	+7	+6
Spelling	+8	+12
Word Analysis	+12	+6
Composite	+9	+6

CHANGE FROM 1989 TO 1990

GRADE	1	2
Vocabulary	+3	-1
Reading Comprehension	+3	-1
Mathematics	+2	-4
Spelling	NC	-4
Word Analysis	+3	-9
Composite	+3	-2

CHANGE FROM 1987 (AREA) TO 1990

GRADE	1	2
Vocabulary	+16	+3
Reading Comprehension	+12	+5
Mathematics	+9	+2
Spelling	+8	+8
Word Analysis	+15	-3
Composite	+12	+4

Date: 6-25-90
ITBS MEDIANS, BLACKS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY FOR BLACKS, GRADES 3-6
1987, 1988, 1989, 1990 (1988 norms)

VOCABULARY

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	33	37	31	30
	N	356	340	350	322
FOURTH	%ILE	21	21	25	25
	N	248	285	234	229
FIFTH	%ILE	23	21	19	23
	N	232	249	258	235
SIXTH	%ILE	22	15	17	25
	N	65	52	49	46

READING COMPREHENSION

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	25	27	30	29
	N	355	340	351	319
FOURTH	%ILE	15	17	24	25
	N	248	285	233	229
FIFTH	%ILE	15	13	22	26
	N	232	249	258	235
SIXTH	%ILE	21	12	16	21
	N	65	52	49	46

MATHEMATICS

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	34	39	30	28
	N	355	342	350	314
FOURTH	%ILE	18	20	33	28
	N	248	282	235	230
FIFTH	%ILE	20	21	25	28
	N	232	252	257	232
SIXTH	%ILE	26	22	23	30
	N	64	53	48	46

LANGUAGE

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	47	52	52	52
	N	352	340	350	316
FOURTH	%ILE	26	36	34	40
	N	248	282	233	227
FIFTH	%ILE	32	30	35	36
	N	232	248	254	233
SIXTH	%ILE	28	26	28	37
	N	64	52	49	46

WORK STUDY

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	36	42	32	33
	N	355	336	350	317
FOURTH	%ILE	24	26	32	31
	N	248	282	235	228
FIFTH	%ILE	26	20	24	31
	N	230	250	255	230
SIXTH	%ILE	25	20	21	21
	N	64	52	49	46

COMPOSITE

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	32	39	34	34
	N	352	336	349	307
FOURTH	%ILE	16	23	27	27
	N	246	278	230	227
FIFTH	%ILE	24	23	24	25
	N	230	245	254	228
SIXTH	%ILE	25	16	17	21
	N	64	52	48	46

CHANGE FROM 1987 (AREA) TO 1988

GRADE	3	4	5	6
Vocabulary	+4	NC	-2	-7
Reading Comprehension	+2	+2	-2	-9
Mathematics	+5	+2	+1	-4
Language	+5	+10	-2	-2
Work Study	+6	+2	-6	-5
Composite	+7	+7	-1	-9

CHANGE FROM 1987 (AREA) TO 1989

GRADE	3	4	5	6
Vocabulary	-2	+4	-4	-5
Reading Comprehension	+5	+9	+7	-5
Mathematics	-4	+15	+5	-3
Language	+5	+8	+3	NC
Work Study	-4	+8	-2	-4
Composite	+2	+11	NC	-8

CHANGE FROM 1989 TO 1990

GRADE	3	4	5	6
Vocabulary	-1	NC	+4	+8
Reading Comprehension	-1	+1	+4	+5
Mathematics	-2	-5	+3	+7
Language	NC	+6	+1	+9
Work Study	+1	-1	+6	NC
Composite	NC	NC	+1	+4

CHANGE FROM 1987 (AREA) TO 1990

GRADE	3	4	5	6
Vocabulary	-3	+4	NC	+3
Reading Comprehension	+4	+10	+11	NC
Mathematics	-6	+10	+8	+4
Language	NC	+6	+1	+8
Work Study	-3	+7	+5	+4
Composite	+2	+11	-1	-4

Date: 6-25-90
ITBS MEDIANS, HISPANICS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
1987, 1988, 1989, 1990 (1988 norms)

VOCABULARY

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	30	38	41	39
	N	509	547	456	465
SECOND	%ILE	33	35	40	37
	N	397	499	426	435

READING COMPREHENSION

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	28	36	36	35
	N	505	547	457	463
SECOND	%ILE	33	35	40	34
	N	397	498	426	435

MATHEMATICS

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	36	47	41	39
	N	507	557	456	466
SECOND	%ILE	46	54	56	50
	N	397	503	426	445

SPELLING

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	32	41	38	39
	N	501	539	455	463
SECOND	%ILE	39	42	49	42
	N	393	496	426	436

WORD ANALYSIS

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	37	53	54	47
	N	514	552	457	468
SECOND	%ILE	49	51	58	56
	N	396	503	427	433

COMPOSITE

GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	33	43	41	41
	N	497	530	450	462
SECOND	%ILE	40	41	50	44
	N	390	495	420	432

CHANGE FROM 1987 (AREA) TO 1988

GRADE	1	2
Vocabulary	+8	+2
Reading Comprehension	+8	+2
Mathematics	+11	+8
Spelling	+9	+3
Word Analysis	+16	+2
Composite	+10	+1

CHANGE FROM 1988 TO 1989

GRADE	1	2
Vocabulary	+3	+5
Reading Comprehension	NC	+5
Mathematics	-6	+2
Spelling	-3	+7
Word Analysis	+1	+7
Composite	-2	+9

CHANGE FROM 1987 (AREA) TO 1989

GRADE	1	2
Vocabulary	+11	+7
Reading Comprehension	+8	+7
Mathematics	+5	+10
Spelling	+6	+10
Word Analysis	+17	+9
Composite	+18	+10

CHANGE FROM 1989 TO 1990

GRADE	1	2
Vocabulary	-2	-3
Reading Comprehension	-1	-6
Mathematics	-2	-6
Spelling	+1	-7
Word Analysis	-7	-2
Composite	NC	-6

CHANGE FROM 1987 (AREA) TO 1990

GRADE	1	2
Vocabulary	+9	+4
Reading Comprehension	+7	+1
Mathematics	+3	+4
Spelling	+7	+3
Word Analysis	+10	+7
Composite	+8	+4

Date: 6-25-90
ITBS MEDIANS, HISPANICS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY, GRADES 3-6 (1988 norms)
1987, 1988, 1989, 1990

GRADE		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	32	39	31	30	31	40	33	29	42	49	35	41
	N	367	425	417	439	366	424	418	439	367	426	420	435
FOURTH	%ILE	21	25	27	27	19	21	29	30	25	31	38	40
	N	335	406	363	402	335	406	363	402	333	411	362	402
FIFTH	%ILE	23	23	19	24	22	20	24	30	29	31	32	39
	N	348	390	374	378	348	390	374	378	346	395	374	375
SIXTH	%ILE	22	24	13	19	19	19	23	21	19	19	24	36
	N	82	103	104	114	82	103	104	114	83	105	105	114

GRADE		LANGUAGE				WORK STUDY				COMPOSITE			
		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	50	62	56	60	44	52	39	40	39	48	39	41
	N	363	422	415	439	365	421	418	438	361	421	414	434
FOURTH	%ILE	32	42	45	47	31	37	38	42	24	33	35	36
	N	332	404	360	400	333	405	360	402	332	402	360	399
FIFTH	%ILE	34	37	40	43	30	30	35	39	27	27	30	33
	N	602	670	660	376	600	675	664	373	345	384	371	371
SIXTH	%ILE	36	35	35	35	36	35	30	28	29	32	22	25
	N	82	103	104	114	83	103	105	115	82	103	104	113

CHANGE FROM 1987 (AREA) TO 1988

GRADE	3	4	5	6
Vocabulary	+7	+4	NC	+2
Reading Comprehension	+9	+2	-2	NC
Mathematics	+7	-6	+2	NC
Language	+12	+10	+3	-1
Work Study	+8	+6	NC	-1
Composite	+9	+9	NC	+3

CHANGE FROM 1987 (AREA) TO 1989

GRADE	3	4	5	6
Vocabulary	-1	+6	-4	-9
Reading Comprehension	+2	+10	+2	+4
Mathematics	-7	+13	+3	+5
Language	+6	+13	+6	-1
Work Study	-5	+7	+5	-6
Composite	NC	+11	+3	-7

CHANGE FROM 1989 TO 1990

GRADE	3	4	5	6
Vocabulary	-1	NC	+5	+6
Reading Comprehension	-4	+1	+6	-2
Mathematics	+6	+2	+7	+12
Language	+4	+2	+3	NC
Work Study	+1	+4	+4	-2
Composite	+2	+1	+3	+3

CHANGE FROM 1987 (AREA) TO 1990

GRADE	3	4	5	6
Vocabulary	-2	+6	+1	-3
Reading Comprehension	-2	+11	+8	+2
Mathematics	-1	+15	+10	+17
Language	+10	+15	+9	-1
Work Study	-4	+11	+9	-8
Composite	+2	+12	+6	-4

Date: 6-25-90
ITBS MEDIANS, OTHER

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY FOR OTHER, GRADES 1-2
1987, 1988, 1989, 1990 (1988 norms)

		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	49	57	46	63	39	54	45	53	60	61	50	71
	N	42	60	47	39	43	60	46	39	45	60	46	37
SECOND	%ILE	51	53	53	52	51	52	49	47	55	58	56	56
	N	45	47	36	42	45	47	36	43	45	47	36	43

		SPELLING				WORD ANALYSIS				COMPOSITE			
GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
FIRST	%ILE	39	63	46	48	72	71	62	77	60	70	55	67
	N	43	59	47	39	42	60	47	39	41	57	46	37
SECOND	%ILE	46	40	56	56	61	59	53	62	52	52	55	50
	N	45	47	36	42	45	46	36	42	45	46	35	41

CHANGE FROM 1987 (AREA) TO 1988

GRADE	1	2
Vocabulary	+8	+2
Reading Comprehension	+15	+1
Mathematics	+1	+3
Spelling	+24	-6
Word Analysis	-1	-2
Composite	+10	NC

CHANGE FROM 1988 TO 1989

GRADE	1	2
Vocabulary	-11	NC
Reading Comprehension	-9	-3
Mathematics	-11	-2
Spelling	-17	+16
Word Analysis	-9	-6
Composite	-15	+3

CHANGE FROM 1987 (AREA) TO 1989

GRADE	1	2
Vocabulary	-3	+2
Reading Comprehension	+6	-2
Mathematics	-10	+1
Spelling	+7	+10
Word Analysis	-10	-8
Composite	-5	+3

CHANGE FROM 1989 TO 1990

GRADE	1	2
Vocabulary	+27	-1
Reading Comprehension	+8	-2
Mathematics	+21	NC
Spelling	+2	NC
Word Analysis	+15	+9
Composite	+12	-5

CHANGE FROM 1987 (AREA) TO 1990

GRADE	1	2
Vocabulary	+24	+1
Reading Comprehension	+14	-4
Mathematics	+21	+1
Spelling	+9	+10
Word Analysis	+5	+1
Composite	+7	-2

Date: 6-25-90
ITBS MEDIANS, OTHER

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY FOR OTHER, GRADES 3-6 (1988 norms)
1987, 1988, 1989, 1990

		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	56	57	63	49	50	25	57	49	57	53	49	55
	N	36	46	36	34	36	46	36	34	36	48	36	34
FOURTH	%ILE	46	50	46	49	35	45	36	36	37	38	38	32
	N	39	33	29	26	39	33	29	26	39	33	29	27
FIFTH	%ILE	35	39	39	30	47	37	40	39	49	45	44	39
	N	23	37	32	32	23	37	32	32	23	38	32	33
SIXTH	%ILE	--	--	34	78	--	--	32	63	--	--	52	68
	N	--	--	8	5	--	--	8	5	--	--	8	5

		LANGUAGE				WORK STUDY				COMPOSITE			
GRADE		1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students	1987 Students By Area	1988 Students	1989 Students	1990 Students
THIRD	%ILE	62	67	65	71	57	54	56	53	52	58	63	59
	N	36	46	36	34	36	46	36	35	36	46	36	33
FOURTH	%ILE	60	56	43	54	52	56	33	40	52	50	39	41
	N	39	33	29	26	39	33	29	26	39	32	29	26
FIFTH	%ILE	34	37	40	48	30	30	35	42	27	27	30	37
	N	23	37	31	32	23	37	32	33	23	37	31	32
SIXTH	%ILE	--	--	48	68	--	--	42	72	--	--	44	71
	N	--	--	8	5	--	--	8	5	--	--	8	5

CHANGE FROM 1987 (AREA) TO 1988

GRADE	3	4	5	6
Vocabulary	+1	+4	+4	-
Reading Comprehension	-25	+10	-10	-
Mathematics	-4	+1	-4	-
Language	+5	-4	+3	-
Work Study	-3	+4	NC	-
Composite	+6	-2	NC	-

CHANGE FROM 1987 (AREA) TO 1989

GRADE	3	4	5	6
Vocabulary	+7	NC	+4	-
Reading Comprehension	+7	+1	-7	-
Mathematics	-8	+1	-5	-
Language	+3	-17	+6	-
Work Study	-1	-19	+5	-
Composite	+11	-13	+3	-

CHANGE FROM 1989 TO 1990

GRADE	3	4	5	6
Vocabulary	-14	+3	-9	+44
Reading Comprehension	-8	NC	-1	+31
Mathematics	+6	-6	-5	+16
Language	+6	+11	+8	+20
Work Study	-3	+7	+7	+30
Composite	-4	+2	+7	+27

CHANGE FROM 1987 (AREA) TO 1990

GRADE	3	4	5	6
Vocabulary	-7	+3	-5	-
Reading Comprehension	-1	+1	-8	-
Mathematics	-2	-5	-10	-
Language	+9	-6	+14	-
Work Study	-4	-12	+12	-
Composite	+7	-11	+10	-

ATTACHMENT 2-4

Priority Schools ITBS Summary by School

This achievement data (ITBS, 1988 norms) is presented for the 16 Priority Schools in terms of median percentiles for each subtest and grade. Figures are included for 1987, 1988, 1989, and 1990.

89.04

Date: 6-21-90
Grade: First

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1988 norms)
1987, 1988, 1989, 1990

SCHOOL		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE	14	39	39	41	17	34	34	35	30	49	41	33
	N	77	52	33	36	72	52	33	36	75	52	52	36
ALLISON	%ILE	21	24	25	33	19	32	27	37	26	41	41	34
	N	96	94	73	83	94	94	73	83	95	94	72	80
BECKER	%ILE	25	44	59	64	26	38	54	41	37	44	66	80
	N	95	98	56	36	95	98	56	36	95	98	56	37
BLACKSHEAR	%ILE	17	57	21	45	13	46	19	40	33	67	32	35
	N	72	69	48	32	72	68	48	32	72	68	48	33
BROOKE	%ILE	24	29	34	22	27	31	21	16	29	39	28	29
	N	69	77	46	44	63	76	49	44	68	77	80	44
CAMPBELL	%ILE	29	30	38	65	21	33	29	54	32	34	38	42
	N	49	38	44	42	47	38	44	42	48	38	44	41
GOVALLE	%ILE	41	54	60	64	33	48	54	59	38	49	38	68
	N	93	77	80	67	86	77	81	67	89	77	80	67
METZ	%ILE	32	61	59	41	30	43	44	22	41	57	55	35
	N	68	45	68	69	56	45	68	69	64	46	66	69
NORMAN	%ILE	33	50	63	41	31	45	57	40	38	57	43	41
	N	54	45	44	42	53	45	44	42	55	45	44	41
OAK SPRINGS	%ILE	43	35	21	32	38	40	27	24	43	52	30	28
	N	33	30	29	47	32	30	29	47	35	32	29	48
ORTEGA	%ILE	30	43	46	41	24	46	47	35	32	39	32	36
	N	57	39	25	23	56	40	25	23	57	39	25	23
PECAN SPRINGS	%ILE	44	21	47	38	38	32	42	38	41	31	45	54
	N	64	75	73	56	64	76	73	56	65	71	72	56
SANCHEZ	%ILE	24	44	26	47	29	44	26	39	35	52	31	50
	N	76	62	45	44	56	63	45	44	77	67	46	43
SIMS	%ILE	24	43	37	25	25	36	29	20	35	51	42	36
	N	59	64	61	39	59	64	60	40	58	63	59	40
WINN	%ILE	29	49	47	54	27	32	40	44	32	46	50	57
	N	148	115	116	98	148	120	115	97	146	118	114	97
ZAVALA	%ILE	23	28	26	33	23	28	28	43	33	32	35	28
	N	55	70	57	53	53	71	56	52	55	71	58	53

89.04

Date: 6-21-90
Grade: First

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1988 norms)
1987, 1988, 1989, 1990

SCHOOL		SPELLING				WORD ANALYSIS				COMPOSITE			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE	28	42	39	30	23	43	51	56	21	43	36	41
	N	68	51	33	36	75	52	33	36	67	51	33	36
ALLISON	%ILE	24	36	35	36	20	37	39	41	25	35	32	38
	N	92	93	73	83	96	94	73	83	91	91	72	83
BECKER	%ILE	33	43	64	49	34	55	68	65	32	46	66	58
	N	92	98	56	36	95	98	56	36	91	98	56	36
BLACKSHEAR	%ILE	32	65	29	52	29	60	31	53	23	67	22	40
	N	71	67	48	32	73	69	47	32	69	66	47	32
BROOKE	%ILE	31	40	22	31	25	49	32	27	23	35	38	21
	N	63	77	46	44	67	77	46	45	63	76	46	44
CAMPBELL	%ILE	35	43	44	61	26	49	53	63	30	36	38	60
	N	47	38	44	42	49	38	44	42	46	38	44	41
GOVALLE	%ILE	32	52	60	66	37	58	63	69	38	56	62	64
	N	93	76	79	67	95	77	80	67	81	70	76	67
METZ	%ILE	36	69	56	31	32	72	73	43	33	71	61	34
	N	55	45	67	69	68	44	69	69	55	44	66	69
NORMAN	%ILE	37	57	44	42	50	68	60	49	37	50	52	43
	N	53	45	44	42	55	45	44	43	53	45	44	38
OAK SPRINGS	%ILE	41	66	41	38	37	51	38	55	43	61	27	39
	N	32	29	29	47	34	30	29	47	32	29	29	47
ORTEGA	%ILE	30	43	42	41	36	57	54	67	33	46	43	44
	N	55	40	25	23	57	39	25	23	55	39	25	23
PECAN SPRINGS	%ILE	43	38	36	30	55	51	51	48	44	40	43	40
	N	64	76	72	55	64	74	73	56	62	69	71	55
SANCHEZ	%ILE	39	47	36	37	23	55	47	53	34	51	29	46
	N	54	56	45	44	75	68	45	44	54	56	45	43
SIMS	%ILE	29	40	40	26	36	56	50	31	27	41	38	25
	N	59	64	60	40	59	63	61	39	52	63	59	38
WINN	%ILE	35	40	47	51	39	55	59	63	35	46	50	60
	N	146	118	115	97	149	115	115	98	146	113	113	96
ZAVALA	%ILE	31	32	46	47	30	33	45	42	28	30	36	39
	N	55	70	57	52	60	71	57	54	50	69	56	52

89.04
Date: 6-21-90
Grade: Second

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

Attachment 2-4
(Page 3 of 12)

PRIORITY SCHOOLS ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1988 norms)
1987, 1988, 1989, 1990

SCHOOL		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE	25	35	37	29	33	27	36	25	45	47	47	48
	N	47	60	51	44	44	60	51	44	46	61	50	44
ALLISON	%ILE	33	46	31	28	36	42	35	30	53	68	60	46
	N	81	70	68	63	81	70	68	64	80	70	69	67
BECKER	%ILE	38	34	49	50	29	36	40	43	48	59	59	69
	N	78	92	58	47	78	92	58	47	79	94	58	47
BLACKSHEAR	%ILE	25	18	31	36	21	18	30	25	40	32	53	37
	N	63	50	45	46	64	49	45	46	65	51	46	49
BROOKE	%ILE	21	30	53	70	26	37	36	35	45	53	58	56
	N	33	44	49	33	34	44	49	33	35	46	49	33
CAMPBELL	%ILE	21	16	53	54	21	29	27	41	39	53	47	66
	N	36	28	37	37	33	28	33	37	36	28	33	37
GOVALLE	%ILE	42	89	33	54	33	54	30	38	50	77	31	43
	N	78	85	66	75	77	84	67	74	78	83	67	75
METZ	%ILE	24	37	43	32	27	37	51	35	31	49	47	53
	N	56	53	30	67	51	53	30	67	57	54	30	68
NORMAN	%ILE	29	47	45	22	34	47	40	30	35	51	60	47
	N	25	49	32	42	25	49	31	41	25	49	32	41
OAK SPRINGS	%ILE	30	50	23	32	26	44	25	33	42	68	51	42
	N	36	24	23	51	35	24	23	51	34	24	23	51
ORTEGA	%ILE	31	24	56	39	29	35	57	37	50	48	69	50
	N	45	41	35	23	45	41	35	24	45	41	35	24
PECAN SPRINGS	%ILE	33	38	47	22	35	29	45	29	35	39	51	39
	N	61	68	58	64	61	69	57	64	63	69	57	66
SANCHEZ	%ILE	21	31	50	57	17	28	52	37	43	48	58	47
	N	49	63	54	34	48	64	54	34	49	63	53	37
SIMS	%ILE	25	18	36	36	22	20	38	40	32	39	42	36
	N	55	47	62	55	54	47	62	55	55	47	62	56
WINN	%ILE	34	34	27	33	29	26	32	29	33	38	42	39
	N	109	136	88	113	109	135	90	116	112	132	87	109
ZAVALA	%ILE	19	19	27	36	31	23	32	32	37	35	46	61
	N	40	44	54	44	38	44	54	44	42	45	54	44

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89.04

Date: 6-21-90
Grade: Second

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1988 norms)
1987, 1988, 1989, 1990

SCHOOL		SPELLING				WORD ANALYSIS				COMPOSITE			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE	36	34	47	28	33	33	39	43	36	35	41	32
	N	42	60	51	44	47	60	51	44	41	59	50	44
ALLISON	%ILE	53	52	46	40	48	64	60	58	47	52	48	39
	N	81	70	68	64	81	71	68	63	80	70	68	63
BECKER	%ILE	32	28	53	59	62	50	63	68	43	41	54	57
	N	78	92	58	47	78	92	58	47	77	92	58	47
BLACKSHEAR	%ILE	31	21	51	43	32	36	45	42	31	23	44	30
	N	64	41	45	46	65	50	45	46	62	49	45	46
BROOKE	%ILE	25	41	58	71	45	46	70	78	29	43	62	72
	N	33	44	49	33	33	47	49	33	32	44	49	33
CAMPBELL	%ILE	32	59	30	49	35	28	43	27	26	33	36	51
	N	33	28	33	36	34	28	37	37	32	28	33	36
GOVALLE	%ILE	43	73	38	55	53	67	49	53	41	78	37	53
	N	77	84	67	75	77	85	65	74	77	82	65	74
METZ	%ILE	36	55	51	36	36	55	73	59	30	42	53	42
	N	48	53	30	67	51	53	30	67	48	53	30	67
NORMAN	%ILE	35	50	58	43	31	58	39	37	28	47	46	39
	N	25	49	31	40	25	49	32	43	25	49	31	37
OAK SPRINGS	%ILE	28	81	47	49	34	62	60	62	38	65	43	51
	N	36	24	23	51	36	24	23	51	34	24	23	51
ORTEGA	%ILE	30	40	63	65	44	56	79	66	38	41	71	59
	N	45	41	35	24	45	41	35	22	45	41	35	22
PECAN SPRINGS	%ILE	41	37	50	37	40	45	45	40	35	35	49	32
	N	61	69	57	64	61	66	58	64	60	65	55	64
SANCHEZ	%ILE	27	42	59	52	35	44	45	66	23	34	52	54
	N	44	62	54	34	48	62	55	34	44	61	52	34
SIMS	%ILE	30	28	51	49	39	35	52	38	28	26	42	37
	N	54	47	62	55	55	46	62	54	54	46	62	54
WINN	%ILE	43	40	52	43	37	35	36	42	35	37	39	39
	N	109	135	89	116	109	135	87	113	108	131	86	106
ZAVALA	%ILE	29	23	32	38	43	28	40	59	28	24	34	43
	N	37	44	54	44	42	44	54	44	37	44	54	44

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SCHOOL		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE	26	38	29	30	21	40	37	28	31	54	36	41
	N	41	43	52	42	39	46	53	42	40	46	53	42
ALLISON	%ILE	31	43	38	30	37	43	34	35	44	50	40	37
	N	67	78	68	69	68	78	68	69	69	78	69	69
BECKER	%ILE	34	41	41	33	31	32	33	34	49	58	37	49
	N	59	70	50	55	57	70	50	55	57	70	50	55
BLACKSHEAR	%ILE	24	34	28	30	26	24	27	42	34	38	28	50
	N	49	49	51	39	48	49	51	39	48	50	51	39
BROOKE	%ILE	22	37	28	33	18	40	33	27	38	31	34	46
	N	39	33	31	45	37	33	31	45	37	35	31	45
CAMPBELL	%ILE	39	36	31	20	25	25	32	26	40	35	43	33
	N	32	28	23	33	32	28	23	33	32	28	23	32
GOVALLE	%ILE	25	53	34	32	20	50	33	38	29	56	30	21
	N	82	76	87	45	82	76	86	45	81	76	88	44
METZ	%ILE	26	44	37	26	28	44	42	31	29	50	42	49
	N	53	38	42	40	53	38	43	40	53	38	43	40
NORMAN	%ILE	30	40	43	26	22	28	38	24	31	42	41	23
	N	49	29	40	41	49	29	40	40	49	29	40	38
OAK SPRINGS	%ILE	32	37	23	24	21	46	31	25	26	53	37	19
	N	37	29	22	41	35	29	22	39	35	29	22	39
ORTEGA	%ILE	38	37	20	26	33	28	24	32	57	48	25	39
	N	40	39	37	28	39	39	37	28	40	39	35	28
PECAN SPRINGS	%ILE	36	43	30	31	34	49	32	33	51	48	28	34
	N	57	67	56	56	57	67	57	56	59	67	57	55
SANCHEZ	%ILE	29	38	34	57	34	31	31	34	35	51	42	48
	N	57	39	36	60	50	39	36	60	56	40	37	60
SIMS	%ILE	24	36	19	28	24	27	19	31	35	41	20	23
	N	57	42	45	52	56	42	45	52	56	42	45	52
WINN	%ILE	38	34	33	34	26	25	34	31	35	28	35	32
	N	111	111	125	86	112	111	125	86	114	113	125	84
ZAVALA	%ILE	19	39	29	20	18	34	22	19	34	41	36	26
	N	58	37	37	50	54	37	37	50	55	37	37	50

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SCHOOL		LANGUAGE				WORK STUDY				COMPOSITE			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE	40	65	35	61	29	52	37	44	38	37	38	41
	N	37	46	53	42	37	46	52	42	41	59	50	42
ALLISON	%ILE	50	65	40	60	41	49	42	44	50	54	52	44
	N	68	78	68	69	67	78	68	69	80	70	68	69
BECKER	%ILE	56	56	38	72	37	44	40	49	46	44	55	48
	N	56	70	50	55	54	70	50	55	77	92	58	55
BLACKSHEAR	%ILE	45	56	31	51	30	34	34	42	33	24	46	43
	N	47	49	51	39	47	47	51	39	62	49	45	39
BROOKE	%ILE	40	50	34	55	31	33	37	34	31	46	64	39
	N	32	33	31	44	31	33	31	45	32	44	49	45
CAMPBELL	%ILE	48	49	31	58	39	35	33	29	27	35	38	32
	N	32	28	23	32	32	28	23	32	32	28	33	31
GOVALLE	%ILE	41	72	36	61	24	61	37	35	44	81	38	34
	N	81	76	88	45	81	76	87	45	77	82	65	44
METZ	%ILE	42	66	37	67	32	52	45	41	32	45	53	45
	N	53	38	43	40	52	38	42	40	48	53	30	40
NORMAN	%ILE	41	55	45	43	30	43	47	31	29	50	47	31
	N	48	29	40	40	48	29	40	40	25	49	31	37
OAK SPRINGS	%ILE	45	65	36	59	30	52	38	25	40	68	41	28
	N	33	38	22	40	33	29	22	40	34	24	23	37
ORTEGA	%ILE	57	65	30	63	43	44	30	47	40	43	72	42
	N	39	38	35	28	39	38	35	28	45	41	35	28
PECAN SPRINGS	%ILE	57	67	35	69	40	55	38	37	37	37	51	46
	N	57	67	57	55	57	66	57	56	60	65	55	54
SANCHEZ	%ILE	56	61	40	74	47	41	43	43	24	36	53	51
	N	48	39	36	60	48	39	35	60	44	61	52	60
SIMS	%ILE	45	52	16	49	31	40	15	34	30	27	45	29
	N	56	42	45	52	56	42	45	52	54	46	62	52
WINN	%ILE	47	49	36	53	39	33	37	35	37	39	41	41
	N	111	110	125	85	111	108	125	84	108	131	86	80
ZAVALA	%ILE	39	52	35	37	28	39	30	24	30	25	36	20
	N	51	37	37	50	51	37	36	50	37	44	54	50

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SCHOOL		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE	20	26	28	25	14	21	24	26	17	32	30	29
	N	57	36	44	48	57	36	44	48	57	36	43	48
ALLISON	%ILE	17	27	25	29	14	23	33	32	12	30	38	43
	N	62	64	63	63	62	64	63	63	62	63	63	64
BECKER	%ILE	33	27	29	35	28	21	32	34	40	35	58	35
	N	68	54	32	44	68	54	32	44	70	55	32	45
BLACKSHEAR	%ILE	12	25	23	18	9	16	23	20	10	28	28	29
	N	49	39	42	53	49	39	41	53	50	40	42	52
BROOKE	%ILE	15	21	25	29	22	20	36	34	24	29	32	44
	N	29	35	24	29	29	35	24	29	29	36	24	29
CAMPBELL	%ILE	19	23	18	25	14	13	23	28	15	20	28	26
	N	47	30	27	25	47	30	27	25	47	30	27	25
GOVALLE	%ILE	13	22	32	29	12	20	32	35	15	15	34	37
	N	56	80	72	66	56	80	72	66	57	79	74	66
METZ	%ILE	19	27	33	30	19	28	29	35	20	44	38	44
	N	40	45	49	46	40	45	49	46	41	45	49	46
NORMAN	%ILE	33	19	30	42	20	10	21	36	30	7	22	31
	N	41	44	22	39	41	44	22	39	41	43	22	39
OAK SPRINGS	%ILE	17	38	23	24	13	22	21	25	23	32	23	41
	N	35	29	28	41	35	29	28	41	34	29	28	41
ORTEGA	%ILE	20	33	19	19	23	21	24	23	31	46	37	25
	N	39	37	33	33	39	37	33	33	40	37	33	33
PECAN SPRINGS	%ILE	26	36	40	30	16	28	33	34	19	28	27	30
	N	52	61	58	50	52	61	58	50	52	62	58	50
SANCHEZ	%ILE	20	32	28	31	14	20	26	24	18	38	32	38
	N	48	61	47	36	48	61	47	36	48	61	47	36
SIMS	%ILE	13	16	26	22	10	13	25	21	10	12	27	23
	N	45	54	42	47	45	54	42	47	46	54	42	47
WINN	%ILE												
	N												
ZAVALA	%ILE	15	17	17	17	15	15	23	23	18	17	38	49
	N	58	55	43	32	58	55	43	32	57	56	42	32

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SCHOOL		LANGUAGE				WORK STUDY				COMPOSITE			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE	34	44	38	37	30	33	30	34	21	35	26	27
	N	57	36	43	48	57	36	43	48	56	36	43	48
ALLISON	%ILE	26	44	52	50	22	36	45	50	16	32	42	41
	N	61	64	63	63	61	65	63	63	61	62	63	63
BECKER	%ILE	48	50	56	50	43	36	44	46	38	35	45	39
	N	68	54	32	44	68	53	32	44	68	53	32	44
BLACKSHEAR	%ILE	12	40	38	35	16	32	31	29	8	31	26	24
	N	48	39	42	53	49	38	42	53	48	38	41	52
BROOKE	%ILE	34	41	31	42	35	36	36	44	30	30	27	33
	N	29	35	24	28	29	35	24	29	29	35	24	28
CAMPBELL	%ILE	18	38	28	34	24	23	31	23	13	22	21	21
	N	47	30	27	25	47	30	27	25	47	30	27	25
GOVALLE	%ILE	16	36	44	50	17	24	33	44	11	21	37	37
	N	56	77	71	66	57	79	72	66	56	76	70	66
METZ	%ILE	30	56	51	54	32	51	37	50	24	40	39	47
	N	40	45	49	45	40	45	49	46	40	45	49	45
NORMAN	%ILE	35	23	34	53	29	22	32	46	30	12	28	41
	N	41	44	22	39	40	44	22	39	40	43	22	39
OAK SPRINGS	%ILE	28	52	32	54	23	33	26	41	15	36	20	34
	N	35	29	28	41	35	29	28	41	34	29	28	41
ORTEGA	%ILE	30	68	47	44	38	46	44	30	28	51	32	26
	N	38	36	33	33	38	36	33	33	37	36	33	33
PECAN SPRINGS	%ILE	20	39	41	54	23	42	32	35	18	33	34	34
	N	52	61	57	50	52	60	58	50	50	60	57	50
SANCHEZ	%ILE	33	46	47	[illegible]	27	42	31	45	21	37	29	36
	N	48	60	47	[illegible]	48	61	47	36	48	60	47	36
SIMS	%ILE	17	25	36	23	19	18	24	22	11	18	26	18
	N	44	54	42	47	44	54	42	47	44	54	42	47
WINN	%ILE												
	N												
ZAVALA	%ILE	25	22	35	42	30	22	27	40	18	14	27	33
	N	57	55	42	32	58	55	42	32	56	55	41	32

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SCHOOL		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE	17	21	19	24	17	14	32	30	20	24	32	37
	N	51	47	39	46	51	47	39	46	51	47	39	46
ALLISON	%ILE	20	27	24	26	12	18	36	40	20	26	45	40
	N	63	58	50	64	63	58	50	64	63	59	49	64
BECKER	%ILE	27	27	45	24	24	21	34	24	41	37	61	40
	N	60	61	35	33	60	61	35	33	60	61	35	33
BLACKSHEAR	%ILE	20	11	25	17	13	8	21	18	15	17	24	23
	N	39	46	43	47	39	46	43	47	39	46	43	47
BROOKE	%ILE	20	27	16	32	19	24	25	38	12	36	45	50
	N	31	36	31	22	31	36	31	22	30	37	31	21
CAMPBELL	%ILE	21	20	18	21	13	14	16	18	19	26	25	27
	N	33	38	28	32	33	38	28	32	33	39	28	32
GOVALLE	%ILE	20	20	19	27	13	16	24	30	21	19	17	28
	N	64	51	66	61	63	51	66	61	63	50	67	61
METZ	%ILE	21	28	19	32	17	25	30	27	26	46	36	35
	N	58	40	44	43	59	40	44	43	59	41	44	43
NORMAN	%ILE	26	24	17	26	23	19	19	39	33	26	12	35
	N	39	39	37	28	39	39	37	28	39	40	37	27
OAK SPRINGS	%ILE	21	24	18	20	15	13	24	17	19	18	29	27
	N	24	27	30	37	23	27	30	37	24	27	30	38
ORTEGA	%ILE	20	19	25	24	20	[illegible]	35	31	20	37	47	43
	N	42	35	41	30	41	35	41	30	41	37	41	30
PECAN SPRINGS	%ILE	24	30	31	33	16	22	37	37	19	25	40	37
	N	50	57	66	59	50	57	66	59	51	58	66	59
SANCHEZ	%ILE	20	29	22	26	20	20	32	36	19	42	46	56
	N	27	42	50	43	27	42	50	43	28	42	49	43
SIMS	%ILE	21	19	13	21	15	12	12	26	19	20	14	35
	N	56	40	54	38	56	40	54	38	56	41	53	38
WINN	%ILE												
	N												
ZAVALA	%ILE	24	20	18	17	22	22	23	23	19	20	29	30
	N	38	60	50	48	38	60	50	48	38	61	51	48

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SCHOOL		LANGUAGE				WORK STUDY				COMPOSITE			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE	33	37	31	39	18	24	35	36	20	22	27	33
	N	51	47	39	46	51	47	39	46	50	47	39	46
ALLISON	%ILE	30	35	47	50	28	30	45	51	23	26	40	43
	N	62	58	50	64	62	59	50	64	60	58	49	64
BECKER	%ILE	33	42	53	44	35	36	50	46	32	32	57	33
	N	60	61	35	33	59	61	35	33	59	61	35	33
BLACKSHEAR	%ILE	21	19	37	30	24	12	33	20	22	9	25	18
	N	38	44	42	47	38	46	43	47	38	43	42	47
BROOKE	%ILE	27	47	37	47	28	32	33	46	19	32	29	43
	N	31	36	31	22	31	36	31	22	30	36	31	21
CAMPBELL	%ILE	28	29	32	35	19	18	22	37	24	20	21	26
	N	33	38	28	32	33	39	28	32	33	38	28	32
GOVALLE	%ILE	39	27	30	46	21	18	23	37	23	20	21	34
	N	63	50	63	61	64	50	65	61	62	48	63	61
METZ	%ILE	32	39	44	42	26	32	36	34	25	29	30	30
	N	58	40	44	43	58	40	44	42	57	40	44	42
NORMAN	%ILE	32	34	22	47	30	28	19	30	31	27	15	27
	N	39	39	37	28	39	39	37	28	38	39	37	27
OAK SPRINGS	%ILE	33	33	44	29	29	26	19	23	25	28	26	16
	N	27	27	30	37	24	27	30	38	23	27	30	37
ORTEGA	%ILE	38	43	59	46	29	43	45	31	24	33	40	34
	N	41	35	41	30	41	35	41	30	41	35	41	30
PECAN SPRINGS	%ILE	34	35	49	47	28	27	44	41	24	32	37	39
	N	50	56	65	59	49	56	66	59	49	36	65	59
SANCHEZ	%ILE	33	48	60	50	29	36	45	41	27	34	40	39
	N	26	42	51	41	26	41	51	41	26	41	49	40
SIMS	%ILE	31	31	24	39	22	14	11	33	20	20	13	31
	N	56	40	53	38	56	40	53	38	56	40	53	38
WINN	%ILE												
	N												
ZAVALA	%ILE	27	31	34	30	29	31	28	25	26	28	22	21
	N	38	58	51	38	48	60	51	48	38	58	50	48

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SCHOOL		VOCABULARY				READING COMPREHENSION				MATHEMATICS			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE												
	N												
ALLISON	%ILE												
	N												
BECKER	%ILE												
	N												
BLACKSHEAR	%ILE	14	17	14	23	13	12	14	22	18	26	20	26
	N	43	42	40	48	43	42	40	48	42	43	39	48
BROOKE	%ILE												
	N												
CAMPBELL	%ILE	26	21	21	19	17	12	19	15	25	31	29	31
	N	42	34	35	29	45	34	35	29	43	34	35	29
GOVALLE	%ILE												
	N												
METZ	%ILE	22	28	13	19	17	29	24	21	28	34	36	28
	N	45	51	49	50	45	51	49	50	45	52	50	49
NORMAN	%ILE												
	N												
OAK SPRINGS	%ILE												
	N												
ORTEGA	%ILE												
	N												
PECAN SPRINGS	%ILE												
	N												
SANCHEZ	%ILE	19	21	18	32	20	15	23	33	29	28	37	49
	N	39	31	37	38	39	31	37	38	40	32	37	39
SIMS	%ILE												
	N												
WINN	%ILE												
	N												
ZAVALA	%ILE												
	N												

89.04

Date: 6-21-90
Grade: Sixth

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

Attachment 2-4
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PRIORITY SCHOOLS ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1988 norms)
1987, 1988, 1989, 1990

SCHOOL		LANGUAGE				WORK STUDY				COMPOSITE			
		1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS	1987 STUDENTS BY AREA	1988 STUDENTS	1989 STUDENTS	1990 STUDENTS
ALLAN	%ILE												
	N												
ALLISON	%ILE												
	N												
BECKER	%ILE												
	N												
BLACKSHEAR	%ILE	14	22	25	30	31	23	25	19	11	17	16	16
	N	42	42	40	48	42	42	40	48	42	42	39	48
BROOKE	%ILE												
	N												
CAMPBELL	%ILE	31	35	34	32	27	24	21	23	27	24	22	22
	N	42	34	35	29	45	34	35	29	43	34	35	29
GOVALLE	%ILE												
	N												
METZ	%ILE	39	38	39	33	33	33	30	28	25	34	23	23
	N	45	51	49	50	46	51	50	50	44	51	49	49
NORMAN	%ILE												
	N												
OAK SPRINGS	%ILE												
	N												
ORTEGA	%ILE												
	N												
PECAN SPRINGS	%ILE												
	N												
SANCHEZ	%ILE	29	33	36	53	36	32	32	48	27	29	23	40
	N	39	31	37	38	39	31	37	39	39	31	37	38
SIMS	%ILE												
	N												
WINN	%ILE												
	N												
ZAVALA	%ILE												
	N												

ATTACHMENT 2-5

Priority Schools TEAMS Summary

Summaries of the percent mastery on the TEAMS (both English and Spanish) are included by grade, and subtest, and percent passing all tests, for the Priority Schools, as a group. Data are included for 1987, 1988, 1989 and 1987 to 1989-90. Changes from 1987 to 1988, 1988 to 1989, and 1987 to 1989-90 are calculated, as well.

Date: 6-25-90
TEAMS Summary

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

89.04

PRIORITY SCHOOLS TEAMS SUMMARY BY GRADE

1987, 1988, 1989, 1990

GRADE		MATHEMATICS								READING								WRITING								ALL							
		1987 Students by Area		1988 Students		1989 Students		1990 Students		1987 Students by Area		1988 Students		1989 Students		1990 Students		1987 Students by Area		1988 Students		1989 Students		1990 Students		1987 Students by Area		1988 Students		1989 Students		1990 Students	
		Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met
FIRST	%	78%	22%	88%	12%	89%	11%	--	--	59%	41%	83%	17%	80%	20%	--	--	76%	24%	87%	13%	91%	9%	--	--	50%	50%	73%	27%	77%	23%	--	--
	N	807	232	898	120	844	100	--	--	611	424	827	173	759	185	--	--	780	251	880	126	854	89	--	--	527	517	753	275	719	213	--	--
FIRST SP.	%	93%	7%	89%	11%	91%	9%	--	--	88%	12%	84%	16%	87%	13%	--	--	86%	14%	88%	12%	90%	10%	--	--	80%	20%	75%	25%	83%	17%	--	--
	N	138	10	153	18	138	14	--	--	130	18	143	27	130	20	--	--	128	20	147	20	134	15	--	--	118	30	133	43	123	25	--	--
THIRD	%	73%	27%	89%	11%	92%	8%	86%	14%	64%	36%	78%	22%	82%	18%	76%	24%	54%	46%	54%	46%	77%	23%	77%	23%	42%	58%	60%	40%	69%	31%	64%	36%
	N	592	221	723	85	814	71	755	127	514	288	169	174	703	158	663	204	430	370	430	370	663	197	653	197	340	473	486	325	589	268	539	305
THIRD SP.	%	82%	18%	97%	3%	94%	6%	98%	2%	93%	7%	99%	1%	100%	0%	100%	0%	95%	5%	100%	0%	100%	0%	100%	0%	81%	19%	97%	3%	94%	6%	98%	2%
	N	69	15	84	3	47	3	46	1	77	6	86	1	50	0	48	0	80	4	87	0	50	0	48	0	68	16	84	3	47	3	46	1
FIFTH	%	62%	38%	72%	28%	81%	19%	82%	18%	58%	42%	71%	29%	70%	30%	75%	25%	45%	55%	58%	42%	72%	28%	74%	26%	29%	71%	45%	55%	57%	43%	59%	41%
	N	402	247	509	194	560	135	554	123	376	276	484	199	485	205	503	164	292	354	400	285	496	190	480	170	193	463	316	388	393	292	383	265

CHANGE FROM 1987 (AREA) TO 1988

GRADE	MATHEMATICS	READING	WRITING	ALL
1	+10%	+24%	+11%	+23%
1 SP.	- 4%	- 4%	+ 2%	- 5%
3	+16%	+14%	+15%	+18%
3 SP.	+15%	+ 6%	+ 5%	+16%
5	+10%	+13%	+13%	+16%

CHANGE FROM 1988 TO 1989

GRADE	MATHEMATICS	READING	WRITING	ALL
1	+1%	-3%	+ 4%	+ 4%
1 SP.	+2%	+3%	+ 2%	+ 8%
3	+3%	+4%	+ 8%	+ 9%
3 SP.	-3%	+1%	NC	- 3%
5	-9%	-1%	+14%	+12%

CHANGE FORM 1987 (AREA) TO 1989

GRADE	MATHEMATICS	READING	WRITING	ALL
1	+11%	+21%	+15%	+27%
1 SP.	- 2%	- 1%	+ 4%	+ 3%
3	+19%	+18%	+23%	+27%
3 SP.	+12%	+ 7%	+ 5%	+13%
5	+19%	+12%	+27%	+28%

CHANGE FROM 1989 TO 1990

GRADE	MATHEMATICS	READING	WRITING	ALL
3	-6%	-6%	NC	-5%
3 SP.	+4%	NC	NC	+4%
5	+1%	+2%	+5%	+2%

CHANGE FROM 1987 (AREA) TO 1990

GRADE	MATHEMATICS	READING	WRITING	ALL
3	+13%	+12%	+23%	+22%
3 SP.	+16%	+ 7%	+ 5%	+17%
5	+20%	+17%	+29%	+30%

Attachment 2-5
(Page 1 of 1)

89.04

ATTACHMENT 2-6

Priority Schools TEAMS Summary by Ethnicity

Included are the TEAMS (both English and Spanish) mastery percentages for Blacks, Hispanics, and Others by grade, subtest area, and percent passing all tests, for the Priority Schools, as a group. Current year data (1990) are listed as are 1987, 1988, and 1989 data and changes from 1987 to 1988, 1988 to 1989, 1987 to 1989, 1987 to 1990, and 1989 to 1990.

Date: 6-25-90
TEAMS BLACK

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS TEAMS SUMMARY, BY GRADE, BY ETHNICITY

1987, 1988, 1989, 1990

89.04

GRADE		MATHEMATICS				READING				WRITING				ALL			
		1987 Students by Area	1988 Students	1989 Students	1990 Students	1987 Students by Area	1988 Students	1989 Students	1990 Students	1987 Students by Area	1988 Students	1989 Students	1990 Students	1987 Students by Area	1988 Students	1989 Students	1990 Students
		Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met	Met / Not Met
FIRST	%	72% 24%	87% 13%	86% 14%	-- --	58% 42%	83% 17%	78% 22%	-- --	73% 27%	88% 12%	91% 9%	-- --	49% 51%	74% 26%	75% 25%	-- --
	N	335 108	372 58	363 58	-- --	255 187	353 70	329 91	-- --	321 118	371 51	383 39	-- --	217 230	320 115	311 104	-- --
THIRD	%	69% 31%	85% 15%	91% 9%	81% 19%	63% 37%	72% 28%	81% 19%	71% 29%	48% 52%	62% 38%	77% 23%	78% 22%	36% 64%	53% 47%	67% 33%	59% 41%
	N	258 117	293 50	336 35	274 64	233 137	242 94	294 69	237 95	178 191	209 126	280 84	252 72	134 241	183 162	244 118	189 131
FIFTH	%	56% 44%	64% 36%	74% 26%	78% 22%	57% 43%	67% 33%	67% 33%	74% 26%	48% 52%	49% 51%	74% 26%	74% 26%	31% 69%	34% 66%	56% 44%	56% 44%
	N	141 110	165 92	178 64	190 53	143 106	167 83	163 80	178 61	120 131	123 128	178 63	171 61	78 174	87 170	134 106	231 101

CHANGE FROM 1987 (AREA) TO 1988

GRADE	MATHEMATICS	READING	WRITING	ALL
1	+11%	+25%	+15%	+25%
3	+16%	+9%	+14%	+17%
5	+8%	+10%	+1%	+3%

CHANGE FROM 1988 TO 1989

GRADE	MATHEMATICS	READING	WRITING	ALL
1	-1%	-5%	+3%	+1%
3	+6%	+9%	+15%	+14%
5	+10%	NC	+25%	+22%

CHANGE FORM 1987 (AREA) TO 1989

GRADE	MATHEMATICS	READING	WRITING	ALL
1	+10%	+20%	+18%	+26%
3	+22%	+18%	+29%	+31%
5	+18%	+10%	+26%	+25%

CHANGE FROM 1989 TO 1990

GRADE	MATHEMATICS	READING	WRITING	ALL
3	-10%	-10%	+1%	-8%
5	+4%	+7%	NC	NC

CHANGE FROM 1987 (AREA) TO 1990

GRADE	MATHEMATICS	READING	WRITING	ALL
3	+12%	+8%	+30%	+23%
5	+22%	+17%	+26%	+25%

Attachment 2-6
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Date: 6-25-90
TEAMS HISPANIC

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

89.04

PRIORITY SCHOOLS TEAMS SUMMARY, BY GRADE, BY ETHNICITY

1987, 1988, 1989, 1990

GRADE		MATHEMATICS								READING							
		1987 Students by Area		1988 Students		1989 Students		1990 Students		1987 Students by Area		1988 Students		1989 Students		1990 Students	
		Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met
FIRST	%	79%	21%	89%	11%	92%	8%	--	--	60%	40%	81%	19%	82%	18%	--	--
	N	429	113	470	59	437	38	--	--	323	217	424	97	390	86	--	--
FIRST SP.	%	93%	7%	89%	11%	91%	9%	--	--	88%	12%	84%	16%	87%	13%	--	--
	N	138	10	152	18	138	14	--	--	130	18	142	27	130	20	--	--
THIRD	%	76%	24%	92%	8%	93%	7%	88%	12%	63%	37%	82%	18%	81%	19%	79%	21%
	N	299	97	387	34	438	35	445	59	247	144	341	74	372	86	395	102
THIRD SP.	%	84%	16%	97%	3%	94%	6%	98%	2%	93%	7%	99%	1%	100%	0%	100%	0%
	N	69	13	83	3	47	3	46	1	75	6	85	1	50	0	48	0
FIFTH	%	64%	36%	76%	24%	84%	16%	83%	17%	57%	43%	72%	28%	71%	29%	75%	25%
	N	240	134	309	100	352	68	332	76	211	159	287	109	293	121	297	98

GRADE		WRITING								ALL							
		1987 Students by Area		1988 Students		1989 Students		1990 Students		1987 Students by Area		1988 Students		1989 Students		1990 Students	
		Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met
FIRST	%	77%	23%	86%	14%	90%	10%	--	--	52%	48%	72%	28%	79%	21%	--	--
	N	416	124	455	72	425	49	--	--	281	262	386	148	369	101	--	--
FIRST SP.	%	86%	14%	88%	12%	90%	10%	--	--	80%	20%	75%	25%	83%	17%	--	--
	N	128	20	146	20	134	15	--	--	118	30	132	43	123	25	--	--
THIRD	%	57%	43%	74%	26%	77%	23%	76%	24%	45%	55%	64%	36%	69%	31%	67%	33%
	N	222	168	305	109	349	107	376	116	178	218	271	151	313	142	326	164
THIRD SP.	%	95%	5%	100%	0%	100%	0%	100%	0%	80%	20%	97%	3%	94%	6%	98%	2%
	N	78	4	86	0	50	0	48	0	66	16	83	3	47	3	46	1
FIFTH	%	42%	58%	63%	37%	70%	30%	74%	26%	26%	74%	50%	50%	56%	44%	60%	40%
	N	156	215	251	147	291	122	285	102	99	281	206	204	233	180	231	156

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CHANGE FROM 1987 (AREA) TO 1988

GRADE	MATHEMATICS	READING	WRITING	ALL
1	+10%	+24%	+9%	+20%
1 SP.	-4%	-4%	+2%	-5%
3	+16%	+19%	+17%	+19%
3 SP.	+13%	+6%	+5%	+17%
5	+12%	+15%	+21%	+24%

CHANGE FROM 1988 TO 1989

GRADE	MATHEMATICS	READING	WRITING	ALL
1	+3%	+1%	+4%	+7%
1 SP.	+2%	+3%	+2%	+8%
3	+1%	-1%	+3%	+5%
3 SP.	-3%	+1%	NC	-3%
5	+8%	-1%	+7%	+6%

CHANGE FORM 1987 (AREA) TO 1989

GRADE	MATHEMATICS	READING	WRITING	ALL
1	+13%	+22%	+13%	+27%
1 SP.	-2%	-1%	+4%	+3%
3	+17%	+18%	+20%	+24%
3 SP.	+10%	+7%	+5%	+14%
5	+20%	+14%	+28%	+30%

CHANGE FROM 1989 TO 1990

GRADE	MATHEMATICS	READING	WRITING	ALL
3	-5%	-2%	-1%	-2%
3 SP.	+4%	NC	NC	+4%
5	-1%	+4%	+4%	+4%

CHANGE FROM 1987 (AREA) TO 1990

GRADE	MATHEMATICS	READING	WRITING	ALL
3	+12%	+16%	+19%	+22%
3 SP.	+14%	+7%	+5%	+18%
5	+19%	+18%	+32%	+34%

Attachment 2-6
(Page 2 of 3)

Date: 6-25-90
TEAMS OTHER

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS TEAMS SUMMARY, BY GRADE, BY ETHNICITY

1987, 1988, 1989, 1990

89.04

GRADE		MATHEMATICS								READING								WRITING								ALL							
		1987 Students by Area		1988 Students		1989 Students		1990 Students		1987 Students by Area		1988 Students		1989 Students		1990 Students		1987 Students by Area		1988 Students		1989 Students		1990 Students		1987 Students by Area		1988 Students		1989 Students		1990 Students	
		Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met
FIRST	%	80%	20%	95%	5%	92%	8%	--	--	62%	38%	89%	11%	83%	17%	--	--	83%	17%	95%	5%	98%	2%	--	--	54%	46%	80%	20%	83%	17%	--	--
	N	43	11	56	3	44	4	--	--	33	20	50	6	40	8	--	--	43	9	54	3	46	1	--	--	29	25	47	12	39	8	--	--
THIRD	%	83%	17%	98%	2%	98%	2%	90%	10%	83%	17%	86%	14%	93%	7%	82%	18%	73%	27%	80%	20%	85%	15%	74%	26%	67%	33%	73%	27%	80%	20%	71%	29%
	N	35	7	43	1	40	1	36	4	34	7	36	6	37	3	31	7	30	11	33	8	34	6	25	9	28	14	32	12	32	8	24	10
FIFTH	%	88%	12%	95%	5%	91%	9%	89%	11%	92%	8%	81%	19%	88%	12%	85%	15%	67%	33%	72%	28%	84%	16%	77%	23%	67%	33%	62%	38%	81%	19%	73%	27%
	N	21	3	35	2	130	3	32	4	22	2	30	7	29	4	28	5	16	8	26	10	27	5	24	7	16	8	23	14	26	6	22	8

CHANGE FROM 1987 (AREA) TO 1988

GRADE	MATHEMATICS	READING	WRITING	ALL
1	+15%	+17%	+12%	+26%
3	+15%	+3%	+7%	+6%
5	+7%	-11%	+5%	-5%

CHANGE FROM 1988 TO 1989

GRADE	MATHEMATICS	READING	WRITING	ALL
1	-3%	-6%	+3%	+3%
3	NC	+7%	+5%	+7%
5	-4%	+8%	+12%	+19%

CHANGE FORM 1987 (AREA) TO 1989

GRADE	MATHEMATICS	READING	WRITING	ALL
1	+12%	+21%	+15%	+29%
3	+15%	+10%	+12%	+13%
5	+ 3%	- 3%	+17%	+14%

CHANGE FROM 1989 TO 1990

GRADE	MATHEMATICS	READING	WRITING	ALL
3	-8%	-11%	-11%	-9%
5	-2%	-3%	-7%	-8%

CHANGE FROM 1987 (AREA) TO 1990

GRADE	MATHEMATICS	READING	WRITING	ALL
3	+ 7%	-1%	+ 1%	+4%
5	+10%	-7%	+10%	+6%

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Attachment 2-6
(Page 3 of 3)

ATTACHMENT 2-7

Priority Schools TEAMS Summary by School

This attachment summarizes the TEAMS mastery percentages for each Priority School by grade, subtest area, and percent passing all tests. Mastery percentages are given for 1987, 1988, 1989, and 1990 with changes from 1987 to 1989, 1988 to 1989, 1987 to 1990, and 1989 to 1990 shown.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

TEAMS Comparisons

Grade 3 Passed All, 1987, 1988, 1989, and 1990

Priority Schools

SCHOOL	1987	1988	1989	1990	CHANGE 87-90	CHANGE 87-89	CHANGE 88-89	CHANGE 89-90
ALLAN	24	75	57	60	+36	33	-18	+ 3
ALLISON	51	66	78	71	+20	27	12	- 7
BECKER	49	70	69	82	+33	20	-1	+13
BLACKSHEAR	43	55	67	82	+39	24	12	+15
BROOKE	50	50	68	60	+10	18	18	- 8
CAMPBELL	41	63	59	35	- 6	18	-4	-24
GOVALLE	44	73	72	67	+23	28	-1	- 5
METZ	40	83	72	54	+14	32	-11	-18
NORMAN	26	85	83	46	+20	57	-2	-37
OAK SPRINGS	44	55	67	57	+13	23	12	-10
ORTEGA	62	71	63	78	+16	1	-8	+15
PECAN SPRINGS	49	52	54	64	+15	5	2	+10
SANCHEZ	65	67	77	88	+23	12	10	+11
SIMS	21	67	64	55	+34	43	-3	- 9
WINN	39	37	79	66	+27	40	42	-13
ZAVALA	35	39	53	31	- 4	18	14	-22

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

TEAMS Comparisons

Grade 3 Writing, 1987, 1988, 1989, and 1990

Priority Schools

SCHOOL	1987	1988	1989	1990	CHANGE 87-90	CHANGE 87-89	CHANGE 88-89	CHANGE 89-90
ALLAN	36	79	63	76	+40	27	-16	+13
ALLISON	56	78	82	81	+25	26	4	- 1
BECKER	62	80	78	93	+31	16	-2	+15
BLACKSHEAR	57	68	79	97	+40	22	11	+18
BROOKE	52	58	71	69	+17	19	13	- 2
CAMPBELL	52	75	75	54	+ 2	23	0	-21
GOVALLE	55	84	82	74	+19	27	-2	- 8
METZ	58	82	79	69	+11	21	-3	-10
NORMAN	34	93	85	67	+33	51	-8	-18
OAK SPRINGS	48	55	78	64	+16	30	23	-14
ORTEGA	64	83	76	84	+20	12	-7	+ 8
PECAN SPRINGS	61	58	59	68	+ 7	-2	1	+ 9
SANCHEZ	78	76	86	93	+15	8	10	+ 7
SIMS	35	75	77	78	+43	42	2	+ 1
WINN	53	44	84	91	+38	31	40	+ 7
ZAVALA	51	46	68	52	+ 1	17	22	-16

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

TEAMS Comparisons

Grade 3 Mathematics, 1987, 1988, 1989, and 1990

Priority Schools

SCHOOL	1987	1988	1989	1990	CHANGE 87-90	CHANGE 87-89	CHANGE 88-89	CHANGE 89-90
ALLAN	65	93	87	85	+20	22	-6	- 2
ALLISON	75	90	91	84	+ 9	16	1	- 7
BECKER	77	96	90	98	+21	12	-6	+ 8
BLACKSHEAR	70	92	94	89	+19	24	2	- 5
BROOKE	79	85	91	93	+14	12	6	+ 2
CAMPBELL	83	87	89	73	-10	6	2	-16
GOVALLE	83	92	97	94	+11	14	5	- 3
METZ	76	98	88	82	+ 6	12	-10	- 6
NORMAN	58	96	100	70	+12	42	4	-30
OAK SPRINGS	76	87	85	93	+17	9	-2	+ 8
ORTEGA	87	94	91	91	+ 4	4	-3	NC
PECAN SPRINGS	78	78	90	90	+12	12	12	NC
SANCHEZ	88	92	95	94	+ 6	7	3	- 1
SIMS	47	93	94	71	+24	47	1	-23
WINN	76	81	95	86	+10	19	14	- 9
ZAVALA	58	92	84	71	+13	26	-8	-13

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

TEAMS Comparisons

Grade 3 Reading, 1987, 1988, 1989, and 1990

Priority Schools

SCHOOL	1987	1988	1989	1990	CHANGE 87-90	CHANGE 87-89	CHANGE 88-89	CHANGE 89-90
ALLAN	58	88	83	70	+12	25	-5	-13
ALLISON	70	76	85	84	+14	15	9	- 1
BECKER	67	87	77	88	+21	10	-10	+11
BLACKSHEAR	50	66	81	89	+39	31	15	+ 8
BROOKE	68	63	91	73	+ 5	23	28	-18
CAMPBELL	60	78	79	50	-10	19	1	-29
GOVALLE	58	85	81	92	+34	23	-4	+11
METZ	60	97	77	62	+ 2	17	-20	-15
NORMAN	66	92	95	70	+ 4	29	3	-25
OAK SPRINGS	72	76	70	80	+ 8	-2	-6	+10
ORTEGA	79	80	74	84	+ 5	-5	-6	+10
PECAN SPRINGS	70	77	83	78	+ 8	13	6	- 5
SANCHEZ	73	84	81	98	+25	8	-3	+17
SIMS	51	80	70	66	+15	19	-10	- 4
WINN	70	63	90	75	+ 5	20	27	-15
ZAVALA	51	75	71	55	+ 4	20	-4	-16

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

TEAMS Comparisons

Grade 5 Passed All, 1987, 1988, 1989, and 1990

Priority Schools

SCHOOL	1987	1988	1989	1990	CHANGE 87-90	CHANGE 87-89	CHANGE 88-89	CHANGE 89-90
ALLAN	30	57	71	66	+36	41	14	- 5
ALLISON	22	56	69	82	+60	47	13	+13
BECKER	38	60	81	53	+15	43	21	-28
BLACKSHEAR	31	24	42	34	+ 3	11	18	- 8
BROOKE	28	62	36	73	+45	8	-26	+37
CAMPBELL	31	43	66	50	+19	35	23	-16
GOVALLE	41	45	41	49	+ 8	0	-4	+ 8
METZ	27	77	59	55	+28	32	-18	- 4
NORMAN	65	58	57	60	- 5	-8	-1	+ 3
OAK SPRINGS	17	19	41	43	+26	24	22	+ 2
ORTEGA	21	58	68	76	+55	47	10	+ 8
PECAN SPRINGS	44	17	83	74	+30	39	66	- 9
SANCHEZ	20	35	66	77	+57	46	31	+11
SIMS	27	45	29	52	+25	2	-16	+23
WINN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ZAVALA	8	35	50	38	+30	42	15	-12

AUSTIN INDEPENDENT SCHOOL DISTRICT
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TEAMS Comparisons

Grade 5 Writing, 1987, 1988, 1989, and 1990

Priority Schools

SCHOOL	1987	1988	1989	1990	CHANGE 87-90	CHANGE 87-89	CHANGE 88-89	CHANGE 89-90
ALLAN	43	74	82	85	+42	39	8	+ 3
ALLISON	30	73	79	88	+58	49	6	+ 9
BECKER	51	68	86	71	+20	35	18	-15
BLACKSHEAR	51	42	63	55	+ 4	12	21	- 8
BROOKE	42	73	37	70	+28	-5	-36	+33
CAMPBELL	58	53	91	66	+ 8	33	38	-25
GOVALLE	58	59	54	62	+ 4	-4	-5	+ 8
METZ	44	93	76	76	+32	32	-17	NC
NORMAN	78	76	90	88	+10	12	14	- 2
OAK SPRINGS	30	23	55	58	+28	25	32	+ 3
ORTEGA	33	62	78	83	+50	45	16	+ 5
PECAN SPRINGS	70	25	95	95	+25	25	70	NC
SANCHEZ	36	36	82	81	+45	46	46	- 1
SIMS	41	61	58	61	+20	17	-3	+ 3
WINN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ZAVALA	26	53	64	62	+36	38	11	- 2

AUSTIN INDEPENDENT SCHOOL DISTRICT
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TEAMS Comparisons

Grade 5 Mathematics, 1987, 1988, 1989, and 1990

Priority Schools

SCHOOL	1987	1988	1989	1990	CHANGE 87-90	CHANGE 87-89	CHANGE 88-89	CHANGE 89-90
ALLAN	67	71	96	85	+18	29	25	-11
ALLISON	60	75	93	95	+35	33	18	+ 2
BECKER	72	86	89	89	+17	17	3	NC
BLACKSHEAR	50	43	60	57	+ 7	10	17	- 3
BROOKE	69	77	86	95	+26	17	9	+ 9
CAMPBELL	49	68	90	79	+30	41	22	-11
GOVALLE	49	74	60	87	+38	11	-14	+27
METZ	68	91	84	74	+ 6	16	-7	-10
NORMAN	73	74	80	64	- 9	7	6	-16
OAK SPRINGS	48	56	66	66	+18	18	10	NC
ORTEGA	50	83	93	90	+40	43	10	- 3
PECAN SPRINGS	76	68	94	88	+12	18	26	- 6
SANCHEZ	58	80	98	92	+34	40	18	- 6
SIMS	52	71	47	77	+25	-5	-24	+30
WINN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA
ZAVALA	47	66	77	79	+32	30	11	+ 2

AUSTIN INDEPENDENT SCHOOL DISTRICT
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TEAMS Comparisons

Grade 5 Reading, 1987, 1988, 1989, and 1990

Priority Schools

SCHOOL	1987	1988	1989	1990	CHANGE 87-90	CHANGE 87-89	CHANGE 88-89	CHANGE 89-90
ALLAN	54	78	75	79	+25	21	-3	+ 4
ALLISON	52	76	82	88	+36	30	6	+ 6
BECKER	71	81	86	74	+ 3	15	5	-12
BLACKSHEAR	62	42	58	66	+ 4	-4	16	+ 8
BROOKE	69	81	74	95	+26	5	-7	+21
CAMPBELL	59	75	71	59	NC	12	-4	-12
GOVALLE	65	96	57	79	+14	-8	-39	+22
METZ	56	82	80	67	+11	24	-2	-13
NORMAN	68	74	71	84	+16	3	-3	+13
OAK SPRINGS	57	62	69	65	+ 8	12	7	- 4
ORTEGA	69	83	80	93	+24	11	-3	+13
PECAN SPRINGS	56	66	87	84	+28	31	21	- 3
SANCHEZ	46	67	71	80	+34	25	4	+ 9
SIMS	53	63	39	79	+26	-14	-24	+40
WINN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ZAVALA	50	71	61	48	- 2	11	-10	-13

ATTACHMENT 2-8

Recommended Promotion/Placement/Retention Percentages for 1990-91

The recommended promotion/placement/retention percentages by grade and total for 1990-91 are presented for each of the Priority Schools, for the Priority Schools as a group, for the other elementary schools, and for AISD elementary as a whole.

RECOMMENDED PROMOTION/PLACEMENT/RETENTION PERCENTAGES
FOR 1990-91 FOR PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS

SCHOOL	K			1			2			3			4			5			6			TOTAL		
	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %
Allan	71	23	7	88	12	0	90	7	3	89	11	0	100	0	0	88	12	0	-	-	-	87	11	2
Allison	99	1	0	76	10	14	94	2	3	100	0	0	92	8	0	99	1	0	-	-	-	92	4	4
Becker	91	8	2	75	21	4	85	15	0	88	12	0	95	5	0	100	0	0	-	-	-	88	11	1
Blackshear	89	5	5	84	13	3	91	3	6	90	10	0	79	21	0	88	12	0	89	11	0	87	11	2
Brooke	93	5	2	76	16	8	95	5	0	91	9	0	100	0	0	91	9	0	-	-	-	90	8	2
Campbell	100	0	0	94	0	6	100	0	0	98	0	2	97	0	3	84	0	16	94	6	0	95	1	4
Govalle	72	25	3	83	16	1	90	9	1	97	3	0	99	1	0	97	3	0	-	-	-	88	11	1
Metz	99	0	1	95	2	3	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	99	0	1
Norman	100	0	0	86	4	10	100	0	0	100	0	0	100	0	0	100	0	0	-	-	-	97	1	2
Oak Springs	91	9	0	87	3	10	88	12	0	94	6	0	96	4	0	83	17	0	-	-	-	90	9	2
Ortega	98	0	2	79	18	3	80	20	0	88	12	0	87	13	0	98	2	0	-	-	-	89	11	1
Pecan Springs	95	4	1	97	0	3	93	1	6	99	1	0	97	2	2	100	0	0	-	-	-	97	1	2
Sanchez	99	0	1	83	11	7	75	25	0	88	12	0	76	21	3	86	14	0	89	11	0	85	13	2
Sims	96	4	0	68	32	0	74	26	0	93	7	0	100	0	0	91	9	0	-	-	-	87	13	0
Winn	98	0	2	88	6	7	97	0	3	95	2	3	-	-	-	-	-	-	-	-	-	94	2	4
Zavala	91	7	1	73	16	11	98	2	0	95	5	0	95	5	0	100	0	0	-	-	-	91	6	2
Priority Schools	92	7	2	84	10	6	91	7	2	94	5	0	94	6	0	94	5	1	93	7	0	91	7	2
Other Elementary Schools	97	2	1	89	5	5	96	3	1	96	3	1	97	3	0	97	2	0	98	2	0	95	3	2
AISD Elementary Schools																								

* Totals may not equal 100 due to rounding.

PR = PROMOTED, PL = PLACED, R = RETAINED

ATTACHMENT 7-1

Priority Schools Adopt-A-School Data By School

1989-90 Adopt-A-School records were obtained for each Priority School. Information for each school includes: number of adopters, names of adopters, amount of cash contributions, estimated value of inkind contributions, number of volunteers, number of volunteer hours, and activities.

SCHOOL	NUMBER OF ADOPTERS	ADOPTER	CASH CONTRIBUTIONS	INKIND CONTRIBUTIONS	NUMBER OF VOLUNTEERS	NUMBER OF VOLUNTEER HOURS
ALLAN	10	Capitol City Federal, Adult Probation Department Travis County, HEB #1, Parque Zaragosa Advisory Board, Roy's Taxi Company, LULAC District 7, Teaney's of Texas, HHD 249th Battalion, DeLeon, Boggins, and Richard, El Mercado Restaurant	$5,350	$7,920	174	552
ALLISON	10	Lockheed Austin Division, Church Women United, Armando's Floral Design, Appletree #719, Alberto Garcia, H.E.B. #12, Elliot Treator M.D., Greater East Austin Optimist, Toulouse/Headliners, Legal Video Productions	$6,523	$4,200	90	1,066
BECKER	11	Performing Arts Center, H.E.B. #8, Green Pastures, Austin Brass, St. Michael's, St. Edward's, Terra Toys, Richard Orton, Whitley Co. Rudy's Hair Design, Pat Delgado	$1,080	$5,083	93	461
BLACKSHEAR	14	Alpha Epsilon Phi Sorority, Austin Northeast Kiwanis Club, Blacks in Government, HEB #1, Kappa Alpha Psi Fraternity, Leona Marcus, Omega Psi Phi Fraternity, Phi Delta Kappa, Inc.-- Delta Beta Chapter, Skyylord's Screen Printing, UT Freshman Admission Center, UT Golden Key National Honor Society, Vogue College of Cosmetology, G. Hunt and Company Realtors, Zonta Club of Austin	$173	$1,144	1*	300
BROOKE	15	Alpha Phi Omega, Capital Metro, Fine Printing, Greater East Austin Optimist Club, Gordon Bennett, HEB #1, La Pena, Jackie Macy/Toni Sharp, Las Manitas, Russell Real Estate/Ben White Storage, Short Stop, Superior Dairies, Texas Commerce Bank, Tio Tito's, Zachary Scott Theatre	$2,505	$5,260	76	1,495
CAMPBELL	8	HEB #3, Ford Credit, Delta Sigma Theta, Wesley United Church, HCHB, Capital Network, Small, Craig and Werkenthin Law Firm, Hospital Pharmacy	$1,000	$2,170	54	948
GOVALLE	10	IRS District Office, Austin Cablevision, TaCasita, SST Trucking, Greater East Austin Optimist, HEB #1, Kraft-FrosTex Foods, Spaghetti Warehouse, Colorado Street Cafe, Capital Network	$2,250	$11,360	230	1,060
METZ	6	Texwood Furniture Company, HEB #1, Pawn Brokers Association, UT Intercollegiate Athletics for Women, Hispanic Chamber of Commerce, Greater East Austin Optimist	$740	$13,606	142	2,345

* Only one adopter at Blackshear reported the number of volunteer hours provided.

SCHOOL	NUMBER OF ADOPTERS	ADOPTER	CASH CONTRIBUTIONS	INKIND CONTRIBUTIONS	NUMBER OF VOLUNTEERS	NUMBER OF VOLUNTEER HOURS
NORMAN	3	Alpha Phi Alpha, McGinnis, Lochridge and Kilgore Law Firm, Tracor, Inc.	$4,089	$3,500	397	1,162
OAK SPRINGS	13	Southern Union Gas, Kentucky Fried Chicken, Harpoon Henrys, Kingfish Tropical Fish, HEB, Opportunity Enrichment Services, Lalla Convalescent Center, Food Land, Cal's Beauty Supply, Vogue's Beauty College, Radio Shack, BAFB Honor Guard, Pizza Hut	$2,400	$4,050	82	658
ORTEGA	7	Alliance Bank, Austin Federal, KLRU, University Rotary, UTR Halls, HEB, Southwest Optimist	$1,660	$3,095	249	2,550
PECAN SPRINGS	7	Appletree, Aquallos Florist, HEB, Longhorn Lions, Mr. and Mrs. Robert Farrow, Pecan Springs Neighborhood Assn., Popeye's Chicken	$455	$2,200	12	150
SANCHEZ	16	Austin American Statesman, A.C. Food/Catering, Dunhill Temporary Services, Garcia and Sprouse, Graeber, Simmons and Cowan, HEB #1, Mr. and Mrs. Lopez, Dr. George Olds, DDS, Rizano's, Roy's Taxi, SST Transport, Serranos Cafe & Cantina, Kidd, Whitehurst, Harkness and Watson, 7-11 #12682, Rodriguez Graphic Design, Austin Police Association	$4,121	$27,715	419	2,234
SIMS	6	Carla Emery, DPM, Convenient Food Mart, Franklin Federal Bancorp, HEB #13, Hughes and Luce, Professional Secretaries International	$300	$4,312	18	35
WINN	8	LZT Associates, HEB #13, Springdale Shopping Center Tenant Association, Sonic Drive In, Scott's Food Service--Kentucky Fried Chicken, Edward Taylor Associates, Armstrong McCall Hairdressers Foundation for Needy Children, Holden Group	$3,175	$12,763	288	592
ZAVALA	20	ACCO Waste Paper of Austin, Austin Diagnostic Clinic, Capital Printing Company, Inc., Compadres Cafe and Cantina, Dot's Typing, Dr. Santiago Zamora, El Porvenier, First City Texas, HEB #1, Impressions Printing and Graphics, Joe's Bakery and Coffee Shop, Kappa Alpha Theta Sorority, La Casita Bed and Breakfast, Mariaco's Seafood Restaurant, Metcalfe and Sanders Land Surveyors, Inc., Mr. Gatti's #102, Native Son Plant Nursery, Soroptimist International of Austin, Southwood Exxon, Captial Area Chapter of the Texas Society of Professional Surveyors	$4,484	$2,200	85	1,014
TOTAL	164		$40,432	$110,578	2,410	16,622
MEAN	10.25		$2,527	$6,911	151	1,039

ATTACHMENT 7-2

Elementary Parent Survey Results

Item response summaries for each of the 15 questions asked in the spring, 1990 elementary parent survey are presented for the Priority Schools as a group, and for the other elementary schools, as a group.

ELEMENTARY PARENT SURVEY 1989-90

ITEMS	SCHOOL	RESPONSES						SUMMARY	
		STRONGLY AGREE (SA)	AGREE (A)	NEUTRAL	DISAGREE (D)	STRONGLY DISAGREE (SD)	DON'T KNOW/ NOT APPLICABLE	AGREE (SA + A)	DISAGREE (D + SD)
1. In general, the buildings and grounds of my child's school are well maintained, neat, clean, and attractive.	Priority Schools	34%	48%	11%	5%	2%	1%	82%	7%
	Other Elem.	35%	51%	9%	3%	1%	1%	86%	4%
2. The mission or philosophy of my child's school has been clearly communicated to me.	Priority Schools	31%	48%	13%	4%	1%	3%	79%	5%
	Other Elem.	27%	50%	14%	6%	1%	2%	77%	7%
3. My child's school is a safe, secure place to learn.	Priority Schools	40%	41%	10%	4%	3%	1%	81%	7%
	Other Elem.	38%	50%	9%	2%	1%	1%	88%	3%
4. The staff at my child's school really believes that he/she can achieve academically.	Priority Schools	51%	39%	7%	1%	0%	2%	90%	1%
	Other Elem.	47%	43%	7%	1%	0%	1%	90%	1%
5. My child's school is an effective (excellent) school.	Priority Schools	38%	43%	14%	3%	1%	1%	81%	4%
	Other Elem.	34%	47%	14%	3%	1%	1%	81%	4%
6. Discipline in my child's school is fair and related to agreed-upon rules.	Priority Schools	32%	50%	10%	4%	1%	3%	82%	5%
	Other Elem.	30%	50%	12%	3%	1%	3%	80%	4%
7. My child has learned a lot this year.	Priority Schools	55%	35%	7%	2%	0%	1%	90%	2%
	Other Elem.	48%	41%	8%	2%	1%	0%	89%	3%
8. I have a positive relationship with the staff of my child's school.	Priority Schools	30%	40%	21%	4%	1%	3%	70%	5%
	Other Elem.	33%	46%	15%	4%	1%	2%	79%	5%
9. I am involved as much as I want to be in my child's school.	Priority Schools	20%	38%	24%	13%	2%	3%	58%	15%
	Other Elem.	20%	43%	19%	15%	2%	1%	63%	17%

ITEMS	SCHOOL	-A-	-B-	-C-	-D-	-E-	-F-	-G-	-H-	-I-	-J-	-K-	-L-	-M-	CHOICES
10. My preferred ways of being involved with my child's school are: (choose all that apply)	Priority Schools	24%	34%	60%	67%	20%	71%	45%	29%	18%	7%				A. Participating in parent training. B. Participating in the school's PTA/PTO. C. Attending Parent/Teacher conferences. D. Signing report cards. E. Volunteering at the school (speaker, clerk, tutor, helper, etc.) F. Helping my child with homework. G. Working with my child on reinforcement activities. H. Helping with extracurricular activities. I. Participating in planning activities. J. Other
	Other Elem.	24%	41%	72%	77%	30%	83%	67%	47%	22%	6%				
11. I talk to my child about what happens at school.	Priority Schools	63%	26%	10%	1%										A. Very often B. Often C. Sometimes D. Never
	Other Elem.	74%	21%	5%	0%										
12. Compared to a year ago, the quality of education in my child's school has:	Priority Schools	49%	4%	28%	18%										A. Gone up B. Gone down C. Stayed about the same D. Did not attend this school last year
	Other Elem.	25%	4%	45%	25%										
13. I would rate the quality of education in my child's school as:	Priority Schools	41%	26%	30%	2%	1%									A. Excellent B. Above average C. Average D. Below average E. Poor
	Other Elem.	32%	39%	27%	2%	0%									
14. What are AISD's greatest strengths? (Choose all that apply.)	Priority Schools	51%	46%	57%	37%	37%	30%	21%	21%	19%	35%	27%	30%	5%	A. Academic quality B. Instructional staff C. Communication with parents D. Discipline E. Parental involvement F. Drugs/Sex/AIDS Education G. School facilities H. Materials/equipment I. Dropout prevention J. Special support programs (i.e., Special Education, AIM High) K. Class size L. Alcohol/Drug Abuse Prevention Efforts M. Other
	Other Elem.	51%	58%	55%	33%	44%	27%	27%	24%	12%	40%	26%	30%	4%	
15. What are AISD's greatest areas in need of improvement? (Choose all that apply.)	Priority Schools	22%	18%	26%	18%	24%	30%	28%	32%	32%	25%	19%	25%	7%	
	Other Elem.	25%	16%	27%	17%	19%	27%	37%	33%	29%	20%	38%	22%	9%	

RETURN RATE		SENT	RETURNED	% RETURNED
	Priority Schools	4,955	2,457	49.6%
	Other Elem.	22,647	12,211	53.9%

* Not all survey respondents answered all questions.
* Not all percentages add up to 100% due to rounding.

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